

**Unit Plan****Grade 9****1-2 weeks**[Home](#) > [Classroom Resources](#) >

Be There For Others

Unit Plan

In this 6-lesson unit, students will learn to recognize signs of mental health struggle and how to be there for others.

Healthy Living**Seeking Help****Accessing Resources****Stress Management****Signs of Struggle****Barriers****Active Listening****Boundaries****Supporting Yourself****Supporting Others****Interpersonal Skills****Healthy Relationships****Self-care**

Table of Contents

Overview	1
Before You Teach	1
Curriculum Connections	2
Lesson Objectives	4
Lesson 1: Golden Rule #1: Say What You See	4
Lesson 2: Golden Rule #2: Show You Care	4
Lesson 3: Golden Rule #3: Hear Them Out	4
Lesson 4: Golden Rule #4: Know Your Role	4
Lesson 5: Golden Rule #5: Connect to Help	5
Lesson 6: Be There for Yourself	5
Assessments	5
Assessments for and as Learning	5
Assessment of Learning	5
Appendix	7
Materials for Lesson 1: Golden Rule #1: Say What You See	7
Materials for Lesson 2: Golden Rule #2: Show You Care	8
Materials for Lesson 3: Golden Rule #3: Hear Them Out	9
Materials for Lesson 4: Golden Rule #4: Say What You See	10
Materials for Lesson 5: Golden Rule #5: Connect to Help	11
Materials for Lesson 6: Be There For Yourself	12
Materials for Minds On: Checking In	13
Additional Resources	14
Be There Poster	15
Be There Overview	16
Be There Background and References	17

Overview

The Be There for Others Unit Plan is designed to help you bring Be There's foundational mental health education into your classroom. The unit is based on a professionally-developed curriculum and focuses on providing students with the knowledge, skills, and confidence to support someone struggling with their mental health, while also looking out for their own mental health.

This unit will help your students understand:

- Signs of mental health struggle
- How to be there for others using Be There's 5 Golden Rules
- How to be there for yourself through self-care and self-awareness

The interactive learning opportunities provided in the unit plan are designed to facilitate meaningful group discussions, conversations, and student involvement. Recognizing that nobody knows your students like you do, we encourage you to freely pick and choose the activities you think will best suit your group.

This unit is designed to be completed in 6 class periods of 60–75 minutes in length. We recommend that you set aside an additional 2 hours for students to complete the optional summative assessment, the online **Be There Certificate**, at the end of the unit.

Before You Teach: Considerations

Before using these resources with your students, it is important first to consider the following.

Talking about mental health can sometimes be difficult for young people — especially those who are struggling or have experienced a difficult situation. There are some considerations we recommend you work through to make sure your lessons support a safe and positive experience for everyone.

Please consider the following questions:

- Have I considered the cultural, religious, and social backgrounds of my student population to shape a relevant and appropriate lesson?
- Have I made arrangements to ensure support is available for any particularly vulnerable youth?
- Are mental health supports available in the school should students need/want professional help during or after a classroom activity, lesson, or unit? If so, am I aware of how to connect students with these supports? If not, are there mental health supports outside of the school I can connect them with?
- Am I able to notify families and other community members that a mental health unit is occurring and equip them with resources to talk about mental health at home?

If you answered no to any of these questions, this may be cause for concern. Please speak with your colleagues (e.g. Mental Health Lead, Adolescent Care Worker, curriculum lead, administrators, Student Success/Guidance Departments, school board support) to ensure both you and your students have the necessary support in place.

Curriculum Connections

Province:

British Columbia

Grade:

9

Course:

Physical and Health Education 9

Subject:

Health and Physical Education

Big Ideas:

Healthy choices influence our physical, emotional, and mental well-being; Healthy relationships can help us lead rewarding and fulfilling lives; Advocating for the health and well-being of others connects us to our community.

Learning Standards: Curricular Competency

Living Skills

- 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

Living Skills

- Propose strategies for developing and maintaining healthy relationships

Learning Standards: Content

- Signs and symptoms of stress, anxiety, and depression

Province:

Manitoba

Grade:

Senior 2/10

Course:

**Physical Education/
Health Education: Senior 2**

Subject:

**Physical Education/
Health Education**

Broad Areas of Learning:

Mental-Emotional Development; Decision Making for Health and Well-Being.

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.B.2b*: Identify potential adult roles and ways to prevent potential problems in developing meaningful relationships.
- *K.4.S2.C.1a*: Describe the behaviours necessary for providing others with support and promoting emotional health and well-being.
- *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.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

Province:

New Brunswick

Strand:

Mental Fitness

Course:

Personal Wellness 9

Grade:

9

Subject:

Wellness and Physical Education

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
- Identify strategies to build own positive mental health

Province:
Nova Scotia

Grade:
9

Course:
Healthy Living 9

Subject:
Physical and Health Education

Specific Curriculum Outcomes

Healthy Self

- 9.1 analyze their health needs in times of change and apply strategies that enhance their capacity to manage change in their lives
- 9.2 recognize the warning signs of depressive disorders and the importance of seeking help for these disorders

Healthy Relationships

- 9.11 examine the cause and effect of unhealthy relationships and practise communication and assertiveness skills to confront unhealthy relationships
- 9.15 examine the negative impact of stereotyping and stigma upon help-seeking behaviour

Healthy Community

- 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

Province:
Ontario

Grade:
9

Course:
PPL10

Subject:
Health and Physical Education

Strand:

Healthy Living (Personal Safety and Injury Prevention: Making Connections for Healthy Living);
Living Skills (Interpersonal and Personal Skills; Critical and Creative Thinking)¹

Overall Expectations:

Living Skills

1. demonstrate personal and interpersonal skills and the use of critical and creative thinking processes as they acquire knowledge and skills in connection with the expectations in the Active Living, Movement Competence, and Healthy Living strands for this grade.

Making Healthy Choices

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.

Healthy Living

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:

Personal Skills

PS 1.1 use self-awareness and self-monitoring skills to help them understand their strengths and needs, recognize sources of stress, take responsibility for their actions, and monitor their own progress as they participate in physical activities, develop movement competence, and acquire knowledge and skills related to healthy living (e.g. Healthy Living: describe the importance of understanding their personal strengths and values and using this understanding to guide them in making thoughtful decisions about their health)

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)

Interpersonal Skills

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 or the ability to use assertiveness skills to respond to situations or comments that might trigger conflict)

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]

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]*

¹ Student learning related to the Living Skills expectations takes place in the context of learning related to the Active Living, Movement Competence, and Healthy Living strands, and should be assessed and evaluated within these contexts..

Province:

Yukon

Grade:

9

Course:

Physical and Health Education 9

Subject:

Health and Physical Education

Big Ideas:

Healthy choices influence our physical, emotional, and mental well-being; Healthy relationships can help us lead rewarding and fulfilling lives; Advocating for the health and well-being of others connects us to our community

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
- 9.15 examine the negative impact of stereotyping and stigma upon help-seeking behaviour

Learning Standards: Content

- signs and symptoms of stress, anxiety, and depression

*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>)

Lesson Objectives

Lesson 1

 **Golden Rule #1: Say What You See** *Lesson Plan* →

How to break the ice and start the conversation

By the end of this lesson, students will be able to identify warning signs and symptoms that someone may be struggling with their mental health; 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; recognize signs of a mental health crisis; take appropriate action if someone is in a mental health crisis

Lesson 2

 **Golden Rule #2: Show You Care** *Lesson Plan* →

How to build trust and support someone

By the end of this lesson, students will be able to demonstrate care for someone struggling with their mental health; create a safe environment for mental health conversations; identify practical everyday ways to support someone struggling with their mental health

Lesson 3

 **Golden Rule #3: Hear Them Out** *Lesson Plan* →

Learn to be a good listener and balance the conversation

By the end of this lesson, students will be able to use active listening skills when supporting someone struggling with their emotional well-being; communicate effectively, using verbal or non-verbal means, as appropriate, when supporting someone with their mental health

Lesson 4

 **Golden Rule #4: Know Your Role** *Lesson Plan* →

Learn to set boundaries to protect your relationship and your mental health

By the end of this lesson, students will be able to recognize what their role is when supporting someone; understand the concept and importance of boundaries; set healthy boundaries to protect their relationship and mental health

Lesson 5

 **Golden Rule #5: Connect to Help** *Lesson Plan* →

Learn to access professional and community resources and what to expect from them

By the end of this lesson, 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

Lesson 6

 **Be There For Yourself** *Lesson Plan* →

Learn to recognize your limits and take care of yourself

By the end of this lesson, students will be able to recognize signs of stress in themselves; take steps to care for their own mental health; recognize when to seek support for their mental health; understand the importance of support systems

Assessments

This unit includes opportunities for Assessment as Learning and Assessment for Learning as well as a summative assessment (Assessment of Learning). In each lesson, you will find tools to help you obtain assessment information and support learning strategies such as discussions, self-assessments, self-reflections, tasks done in groups, and handouts that can be included in a student portfolio.

Assessment *for* and *as* Learning

- Discussion Questions
- Activities (with accompanying handouts)
- Student Reflections
- Self-Assessments

Assessment *of* Learning

- Be There Certificate (see next page)

Assessment of Learning

Student Task: Be There Certificate

 **Be There Certificate** *Webpage* →

The Be There Certificate is a fun and interactive online course to learn how to safely support someone who is struggling with their mental health. This activity will serve as both a review of the content in this unit as well as an assessment of your students' learning.

The certificate takes about **two hours** in total, but your students can take a break as needed and pick up where they left off when they are ready. They will get badges along the way, and when they are done they will get a certificate of completion.

The interactive activities built into the course assess students' knowledge of the content and allow students to apply their knowledge in a variety of scenarios. Your students can download a PDF of their certificate after completing all six modules of the free Be There Certificate online course and submit this to you as evidence of completion.

About

The Be There Certificate is offered by **Jack.org**, a Canadian youth mental health charity, in partnership with **Born This Way Foundation**.

The Be There Certificate is a free, digital, self-paced learning experience designed to increase mental health literacy and provide youth with the knowledge, skills, and confidence they need to safely support anyone who may be struggling with their mental health. It will provide a deep understanding of Be There's 5 Golden Rules — a simple but actionable framework teaching people how to recognize when someone might be struggling with their mental health, their role in supporting that person, and how to connect them to the help they need.

The Be There Certificate is available in English, French and Spanish, offering universal best practices while diving deeper into the intersections of culture, identity, and social determinants of mental wellness. **You and your students can complete the Be There Certificate in one or more languages, but you cannot switch between languages midway through.**

The Be There Certificate is based on the content on BeThere.org, a resource created by Jack.org in response to a needs assessment of over 1,200 youth. We compiled the top 73 most common questions we heard from young people and scoured dozens of websites, blogs, articles and other resources to find the answers. It wasn't easy; existing resources are fragmented, hard to find and full of impersonal clinical jargon. But the answers are out there (we didn't make this stuff up!) we just had to find it and translate it into accessible language. References can be found **here**.

Appendix

You can find all the materials for the Be There for Others Unit Plan below:

Materials for Lesson 1 of 6

Golden Rule #1: Say What You See

 [Golden Rule #1: Say What You See Lesson Plan →](#)

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 →](#)

Additional Materials

Teacher computer, projector, and speakers

Chart paper and markers (Optional for Step 3, Activity 1)

Materials for Lesson 2 of 6

Golden Rule #2: Show You Care

 [Golden Rule #2: Show You Care Lesson Plan →](#)

Slide Deck

 [Golden Rule #2: Show You Care Slide Deck →](#)

Videos

 [Golden Rule #2 | Mohammad - Show You Care Video →](#)

 [Golden Rule #2 | Shawn & Shaiya - Show You Care Video →](#)

 [Golden Rule #2 | Wali & Fariha - Show You Care Video →](#)

 [Golden Rule #2 | Be There : Text Training #LevelUp Video →](#)

 [Golden Rule #2 | Nightingale & Henry - Show You Care Video →](#)

Handouts

 [Golden Rule #2 | Handout 1: Note Taking →](#)

 [Golden Rule #2 | Handout 2: Wali and Fariha Discussion Questions →](#)

 [Golden Rule #2 | Handout 3: Review and #LevelUp →](#)

 [Golden Rule #2 | Handout 4: Self Assessment →](#)

Additional Materials


Teacher computer, projector, and speakers

Materials for Lesson 3 of 6

Golden Rule #3: Hear Them Out

 [Golden Rule #3: Hear Them Out Lesson Plan →](#)

Slide Deck

 [Golden Rule #3: Hear Them Out Slide Deck →](#)

Videos

 [Golden Rule #3 | Ashley - Hear Them Out Video →](#)

 [Golden Rule #3 | Jessie & Manvir - Say What You See Video →](#)

 [Golden Rule #3 | Mel & Matt - Hear Them Out Video →](#)

 [Golden Rule #3 | Be There : Listening Legend #LevelUp Video →](#)

Handouts

 [Golden Rule #3 | Handout 1: Note Taking →](#)

 [Golden Rule #3 | Handout 2: A Closer Look →](#)

 [Golden Rule #3 | Handout 3: Reflection →](#)


 [Golden Rule #3 | Handout 4: Self Assessment →](#)

Additional Materials

Teacher computer, projector, and speakers

☆ [Minds On: Active Listening Activity →](#)

Slide Deck

 [Minds On: Pyramid of Self-Care Slide Deck →](#)

Videos

 [Golden Rule #3 | Unsolicited Advice \(Again\) Youtube Short →](#)

Handouts

 [Minds On: Active Listening Extension Activity →](#)

Materials for Lesson 4 of 6

Golden Rule #4: Know Your Role

 [Golden Rule #4: Know Your Role Lesson Plan →](#)

Slide Deck

 [Golden Rule #4: Know Your Role Slide Deck →](#)

Videos

 [Golden Rule #4 | Shayan - Know Your Role Video →](#)


 [Golden Rule #4 | Kirbie & Estyr - Know Your Role Video →](#)

 [Golden Rule #4 | Bri & Neta - Know Your Role Video →](#)

 [Golden Rule #4 | Erica & Liv - Know Your Role Video →](#)

Handouts

 [Golden Rule #4 | Handout 1: Note Taking →](#)

 [Golden Rule #4 | Handout 2: Review and A Closer Look →](#)

 [Golden Rule #4 | Handout 3: Reflection →](#)

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

Additional Materials

Teacher computer, projector, and speakers

Materials for Lesson 5 of 6

Golden Rule #5: Connect to Help

 [Golden Rule #5: Connect to Help Lesson Plan →](#)

Slide Deck

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

Videos

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


 [Golden Rule #5 | Tunchai & Lindsay - Connect To Help Video →](#)

 [Golden Rule #5 | Maryam & 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 | Self Assessment →](#)

Additional Materials

Teacher computer, projector, and speakers

Materials for Lesson 6 of 6

Be There For Yourself

 [Be There For Yourself Lesson Plan →](#)

Materials

Slide Deck

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

Videos

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

 [Be There For Yourself | Pyramid of Self Care 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 | Self Assessment →](#)


Additional Materials

Teacher computer, projector, and speakers

☆ [Be There For Yourself | Minds On: Pyramid of Self-Care Activity →](#)

Materials

Slide Deck

 [Minds On: Pyramid of Self-Care Slide Deck →](#)

Videos

 [Self-Care Pyramid Youtube Short →](#)

Handouts

 [Minds On: Pyramid of Self Care Handout →](#)

Materials for Additional Activities

Minds On: Checking In

☆ [Minds On: Checking In Activity →](#)

Materials

Slide Deck

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

Videos

▶ [Checking In Youtube Short →](#)

Websites

≡ [Be There Website →](#)

Additional Materials

Teacher computer, projector, and speakers

Additional Resources

Questions about Be There? These will help:

On page 15

 **Be There Golden Rules *Poster PDF*** →

On the pages 16

 **Be There Summary *Overview PDF*** →

On the page 17-18

 **Building Be There *Background and References PDF*** →

Know someone struggling with their mental health?

Be There from anywhere.

Learn how to start the conversation, show you care and help someone get the help they deserve.

Learn how at **BeThere.org**

Be There

Be There Golden Rules

a resource by
jack.org

1

Say what you see

Speak to the facts without making assumptions.

Hey, haven't heard from you in a while. How's it going?
You doing alright?

2

Show you care

Simply knowing someone is there for you can make a huge difference. Actions often speak louder than words.

I care about you. What can I do to help? I'm here if you need anything.

3

Hear them out

Open up space for them to speak. Ask follow up questions and validate how they're feeling.

I hear you, that sounds super hard. Can you tell me more about that?

4

Know your role

Set boundaries to protect your relationship and your own mental health.

My job is to just be there and listen, not to fix things.

5

Connect to help

Offer support to help them find resources, get help and know what to expect.

You're not alone. Have you thought about talking to a professional or an adult you trust in your community?





Let's create a country where we can all better support one another.

Of 1,200 students surveyed across Canada, 83% said they've supported a friend struggling with their mental health. Only 39% of them felt they were prepared to offer the support that was needed. Young people struggling with their mental health are encouraged to ask for help, but too often their friends and families don't know how to respond. Just talking about mental health isn't enough; we need the knowledge, skills and confidence to step up and be there for one another.

Through consultation with over 1,400 young people from across Canada, Jack.org created Be There, a comprehensive and engaging online resource for young people to learn how to support each other through mental health struggle. The resource exists, now it's our responsibility to ensure people know about it.

Being there for someone is an art, not a science. There's no formula or instruction manual because every situation is different. Be There will help you learn how to recognize when someone may be struggling with their mental health, and gives you five Golden Rules to help you support and be there for them.

Whether you have 5 minutes or 5 hours, get started at

BeThere.org

Golden Rules

- 1 Say what you see**
Start the conversation.
- 2 Show you care**
Build trust.
- 3 Hear them out**
Be a good listener.
- 4 Know your role**
Set and respect boundaries.
- 5 Connect to help**
Help them connect to resources.





Building **Be There**

The Need

Of 1,200 young people surveyed across Canada, 83% said they've supported a friend struggling with their mental health but only 39% of them felt they were adequately prepared to offer the support that was needed. Be There answers questions young people are asking about how to support someone who might be struggling with their mental health.

The Research

Be There is based on the content presented in Jack Talks which is approved by Jack.org's Mental Health Committee. Feedback from Jack Talks audiences and data from a survey of over 1,200 youth in Canada made it clear that young people want, and need, to know more. It's not enough to talk about mental health; young people want the knowledge and skills to support one another through mental health struggles. We compiled the top 73 most common questions we heard from young people and scoured dozens of websites, blogs, articles and other resources to find the answers. It wasn't easy; existing resources are fragmented, hard to find and full of impersonal clinical jargon. But the answers are out there (we didn't make this stuff up!) we just had to find it, translate it into relatable language, and turn it into what we hope will be the go-to resource for young people looking to support someone struggling with their mental health.

The Content

The wealth of information we found was boiled down to 34 pages of wisdom and organized into eight main sections:

1. Be There Basics
2. Say What You See - Learn how to break the ice and start the conversation.
3. Show You Care - Learn how to build trust and support someone.
4. Hear Them Out - Learn how to be a good listener and balance the conversation.
5. Know Your Role - Learn how to set boundaries to protect your mental health.
6. Connect To Help - Learn how to access professional and community resources.
7. Be There For Yourself
8. Be There in a Crisis

Be There can't tell you exactly what to do to support someone because every person and situation is different. Instead, the Golden Rules are a guide to understanding how to be there in whatever circumstances you find yourself.

The Design

The design of Be There is grounded in Social Cognitive Theory which explains how we learn new things by observing other people's behaviour. If we consider ourselves similar to someone we're observing, we can also gain confidence in a skill by seeing them succeed in it.

Everyone learns differently so Be There delivers information in a variety of formats through an online platform. In addition to engaging written material, Be There includes two types of videos. Each section of the website begins with a short tutorial summarizing the contents of the page. Each of the five Be There Golden Rules also includes two or three real, unscripted stories that show how young people are putting Be There to work. These stories, featuring pairs of friends, siblings and colleagues, do more than just illustrate the application of the Golden Rules; they inspire and empower the viewer who sees young people, perhaps not so unlike themselves, sharing how they learned to be there for one another in real life situations.

The Result

Be There is a game-changing resource for youth mental health. It's an educational digital platform on how to be there for someone struggling with their mental health. We're not close to done yet. This is an iterative process based on evaluation and feedback, meaning Be There will continue to adapt and evolve like every Jack.org program. We're committed to ensuring that from May 6, 2019, forward, young people have an engaging and comprehensive resource to learn how to support people in their lives when struggling with their mental health.



References

- [Foundry – Supporting Others](#)
- [Headspace – Suicidal Ideation](#)
- [HeretoHelp](#)
- [Corey Keyes](#)
- [Mind – Helping Someone Else](#)
- [Mind – Seeking Help](#)
- [Mind – How Can I Look After Myself?](#)
- [Mind – How to cope when supporting someone else](#)
- [Family Caregiver Alliance – Taking Care of YOU](#)
- [Kelty Mental Health - Types of Therapy](#)
- [Seize the Awkward](#)
- [Canadian Psychological Association - Self-Care for Caregivers](#)
- [Elizz – Caregiver Guilt](#)
- [Lifesigns - Guidance for Others](#)
- [Youth Space – Helping Someone Dealing with Suicide](#)
- [Youth Space – Helping Someone Dealing with Self-Harm](#)
- [The Mighty – 10 Ways to Support a Loved One in a Psychiatric Hospital](#)
- [The Mighty – To My Friends Who Visited Me in the Psychiatric Ward](#)
- [Good Therapy – What Will Happen in My First Therapy Session?](#)
- [Good Therapy – Myths About Therapy](#)
- [Good Therapy – How to Choose the Best Therapist or Counselor for You](#)
- [Befrienders Worldwide – Helping a friend](#)
- [Crisis Intervention and Suicide Prevention Centre of BC – pg. 8, 10-12](#)
- [MHFA Canada Manual - Chpt. 5 pg.7, Chpt. 8 pg. 1-2](#)
- [safeTALK Resource Book – pg. 15](#)
- [ASIST Manual w– pg. 10](#)
- [Bell Let's Talk Toolkit - Let's Talk with a friend](#)