



Having a conversation about mental health

Teacher: Key stage: 3

Topic: Mental Wellbeing Time: 50 minutes

Lesson Aims Equipping young people with the skills to know how to have a conversation about their mental health and others.

Curriculum Links

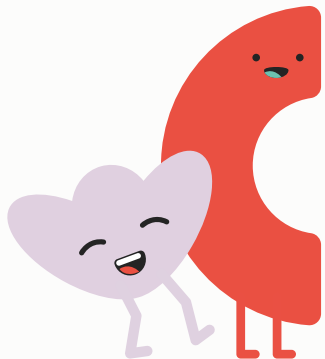
RSE Physical health and mental wellbeing

- Caring friendships, where pupils will learn about how to create and maintain healthy friendships and how to resolve issues with friends RSHE
- How to talk about their emotions accurately and sensitively, using appropriate vocabulary
- How to recognise the early signs of mental wellbeing concerns
- How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health

English

Spoken English

- Giving short speeches and presentations, expressing their own ideas and keeping to the point
- Improvising, rehearsing and performing play scripts and poetry in order to generate language and discuss language use and meaning, using role, intonation, tone, volume, mood, silence, stillness and action to add impact.



Lesson 2

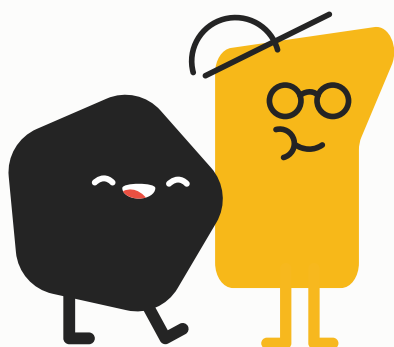


Activity & Duration	Exercise	Objectives/learning outcomes The learner will:	Teaching Method	Resources Required	Teacher Notes
Intro (5 mins)	Check in exercise- scale of 1-10 how are you feeling today?		Ask students to write down or share a word that describes how they feel?		<p>Reinforce group rules from the previous lesson.</p> <p>Slide 1- Introduce lesson</p> <p>Slide 2 - Ask students to write down or share a word that describes how they feel and give a number to reflect this -1-10.</p> <p>Slide 3- Read the text from the slide.</p>
Broaching the conversation (10 mins)	In pairs talk about some of the ways you would have a conversation about someone's mental health.		What would you ask someone? What type of things could you say?		Let the groups come up with their own ideas before showing Slide 4 - Read the text and see if they came up with similar conversation starters.
Reasons to be afraid to ask or offer help (10 mins)	Why do you think someone may be scared to offer help or ask for help?		<p>Why do you think someone may be scared to offer help or ask for help?</p> <p>In pairs write down 3 reasons why;</p> <ul style="list-style-type: none"> • you think someone would be afraid to ask for help or • you think someone would be afraid to offer help. 		<p>Slide 5-6 - Talk through these slides with the group to see if they have similar reasons.</p> <p>Slide 7- Read the text from the slide and then introduce the role play exercise (scenario to be put on screen or printed out, choose which one(s) are most suited for the group) - focusing on listening skills being key for the next activity!</p>

Lesson 2



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Role play or group discussion (20 mins)	Give them an example scenario in their groups, ask them to work together to see what they would come up with. If they feel comfortable presenting back to the class, or group discussion.		Give a scenario on the screen (there will be a variety for you to choose) and see if any of the groups feel confident to perform a role play in 'what not to say' and other groups to perform 'what to say' to the person in need of support. If the groups are not comfortable performing, see if they can give feedback using discussion.	Activity sheet - 'Things to/ or not say' sheet Print off slides 8-9 for activity sheets to help support with future conversations around mental health	Scenarios - There are 5 scenarios to choose from these are in the resources file. You can also print these off to help support the group's development. Slide 8-9 - Show after the role plays to see if they come up with similar things to say to support the person in need. Slide 10 - Reinforce the importance of checking in on someone over time
What have they learnt? (5 mins)	What have you learnt from the session?		Get the students to feedback what they have learnt from the session		Slide 11 - Introduces the next part of the training - getting help from experts



Teachers notes:
