

Pre-Documentary Lesson Plan Grades 4-7

Purpose of the Lesson Plan

The purpose of this lesson plan is to introduce students to the concepts of stigma, mental health, mental illness and wellness. The brainstorming activity provided below will help you determine your students' prior knowledge and allow them to reflect on what they already know about these concepts. They will be following a Think-Pair-Share brainstorming activity that is judgment-free to encourage everyone to contribute to the conversation. The lesson will end in a class discussion, and with students writing down any further questions they may have.

Curriculum Competencies

Physical and Health Education

- ❖ Describe and assess strategies for responding to discrimination, stereotyping, and bullying (Grade 4/5/6/7)
- ❖ Describe and apply strategies that promote a safe and caring environment (Grade 4/5)
- ❖ Explore strategies for promoting the health and well-being of the school and community (Grade 6/7)

English Language Arts

- ❖ Exchange ideas and perspectives to build shared understanding (Grade 4/5/6/7)
- ❖ Exchange ideas and viewpoints to build shared understanding and extend thinking (Grade 6/7)

Social Studies

- ❖ Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Grade 4/5/6/7)

First Peoples Principles of Learning

- ❖ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Step-by-Step Lesson Plan

1. **Introduction:** Let students know that they will be working together to learn more about concepts such as stigma, mental health and mental illness. At the end of this lesson, your class will be able to explain and display what they already know about these concepts before watching the Documentary Videos and participating in the Virtual Q&A Session with Stigma-Free Society staff.

2. **Brainstorming Activity:**
 - a. To determine students' knowledge around these concepts, we will use the Think-Pair-Share strategy. Start by writing on the board the following words: mental health, stigma, mental illness, inclusion and wellness.
 - b. Ask students to write down in a mind map or in a list all that they know about these words in 5 minutes. When the timer is up, put students into pairs so they can share what they both wrote down. Give them 5 minutes to share with their pair.
 - c. Finally, break students off into groups of 4-6 and give them big pieces of chart paper. The students will combine all of their ideas onto one piece of paper. An important component of this activity is that the purpose of it is to write down everything the students come up with. Make sure to tell students not to criticise or judge others' ideas.

3. **Discussion:** Use these Guiding Questions to invite students to share what they have learning in their groups with the whole class:
 - a. Do you know what stigma is? What is it?
 - b. What is mental health?
 - c. What is mental illness?
 - d. What do you hope to learn from these documentary videos?
 - e. What is bad about stigma? Why can it be hurtful?
 - f. How can learning about these concepts make our school and community a better place?

4. **Follow-up Activity and Lesson Closure:** Get students to write down in a notebook any questions they may have about these topics, and tell them to save them for later. If any of these questions weren't answered through the Documentary Videos or the Virtual Q&A Session, they can ask the Stigma-Free Society staff.

Pre-Documentary Lesson Plan 8-12

Purpose of the Lesson Plan

The purpose of this lesson plan is to introduce students to the concepts of stigma, mental health, mental illness and wellness. The brainstorming activity provided below will help you determine your students' prior knowledge and allow them to reflect on what they already know about these concepts. They will be working in groups and completing a brainstorming and reflection activity that is judgment-free to encourage everyone to contribute to the conversation. The reflection activity will get students to dive deeper into their own prior knowledge. The lesson will end in a class discussion, and with students writing down any further questions they may have.

Curriculum Competencies

Physical and Health Education

- ❖ Propose strategies for responding to discrimination, stereotyping, and bullying (Grade 8)
- ❖ Analyze strategies for responding to discrimination, stereotyping, and bullying (Grade 9/10)
- ❖ Create strategies for promoting the health and well-being of the school and community (Grade 8/9)
- ❖ Analyze the potential effects of social influences (Grade 10)

After Grade 10, Physical and Health Education is divided into Active Living, Fitness and Conditioning and Outdoor Education. However, the following guide and lesson plan is still suitable for these older grades.

English Language Arts

- ❖ Exchange ideas and viewpoints to build shared understanding and extend thinking (8/9)

Social Studies

- ❖ Use Social Studies inquiry processes and skills to ask questions; gather, interpret, and analyze ideas; and communicate findings and decisions (Grade 8/9/10/11)

First Peoples Principles of Learning

- ❖ Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, on reciprocal relationships, and a sense of place).

Step-by-Step Lesson Plan

1. **Introduction:** Let students know that they will be working together to learn more about concepts such as stigma, mental health and mental illness. At the end of this lesson, your class will be able to explain and display what they already know about these concepts before watching the Documentary Videos and participating in the Virtual Q&A Session with Stigma-Free Society staff.

2. **Brainstorming and Reflection Activity:**

- a. Start by writing on the board the following words: mental health, stigma, mental illness, inclusion and wellness.
- b. Divide students into groups of 4 to complete this brainstorming and reflection activity, and give them big pieces of paper. Get them to write the 4 above words at the top of their paper. Make sure to tell students not to criticise or judge others' ideas throughout this activity.
- c. Students will now go through these prompts and questions to determine what they know, and analyze it and apply it to their lives.
 - i. Define: What do these words/concepts mean?
 - ii. Apply: Why are they important in our lives and in school?
 - iii. Analyze: How can stigma be hurtful? Where do we see stigma manifest in our lives? What are stigmas associated with mental health and mental illness?
 - iv. Evaluate: Why is it important to learn about this?
 - v. Reflect: What do I still not understand about these concepts? Write down any questions you may have.

3. **Discussion:** Get a volunteer from each group to share with the class what they have learned. Ask them what they already know, and what they hope to learn through the Virtual Stigma-Free School Program.

4. **Follow-up Activity and Lesson Closure:** Get students to write down in a notebook any questions they may have about these topics, and tell them to save them for later. If any of these questions weren't answered through the Documentary Videos or the Virtual Q&A Session, they can ask the Stigma-Free Society staff.