

PRE-PRESENTATION LESSON PLAN



Grades 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 (Grade 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)

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First Peoples Principles of Learning

- Learning is holistic, reflexive, reflective, experiential, and relational (focused on connectedness, 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 Stigma-Free Presentation and Q&A Session with Stigma-Free Society staff.

2) Brainstorming and Reflection Activity:

- a. Before you dive into this lesson, it is imperative to ensure that you have created a safe space in your classroom with your students. The content areas they will be covering today can be very triggering and emotionally challenging. It is a good idea to share this with your class and inform them that if, at any point during the lesson, they need to take a break or leave the room, they are welcome to do so. You might want to create a safe space contract with your students and get them all to sign it. That way, if issues come up throughout the lesson, you can refer back to the contract and remind them that they agreed to maintain the safe space.
- b. Start by writing on the board the following words: mental health, stigma, mental illness, inclusion and wellness.
- c. 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 remind students not to criticise or judge others' ideas throughout this activity.
- d. 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.

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Accommodations/modifications:

- For students who need assistance with writing, they can use a computer for this brainstorming activity
- For students who are visually impaired, they can use speech-to-text technology or you can act as a scribe for them

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 Stigma-Free Presentations, they can ask the Stigma-Free Society staff.