

# PRE-PRESENTATION LESSON PLAN

**Grades 4-7**

**Physical and Health Education, English Language Arts,  
Social Studies**

## **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 on these topics 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 whole-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)
- 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, reciprocal relationships, and a sense of place).



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## 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 Stigma-Free Presentation and Q&A with Stigma-Free Presenters.

### **2) Brainstorming 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. 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.
- b. 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.
- c. 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.
- d. 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.

### **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



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**3) Discussion:** Use these Guiding Questions to invite students to share what they have learning in their groups with the whole class:

- Do you know what stigma is? What is it?
- What is mental health?
- What is mental illness?
- What do you hope to learn from these documentary videos?
- What is bad about stigma? Why can it be hurtful?
- 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 Presentation Q&A Session, they can ask the Stigma-Free Society staff.

