Mental Health Lesson Plan for Students in Grades 9 to 12

*have THAT talk – Building Resilience: Reacting to problems*

**Learning Outcome:** This activity helps youth to understand how negative and positive thoughts affect them (SELF-TALK), how positive thoughts help them to become more resilient and to understand that thoughts, feeling and actions are interconnected.

**Skills Taught:** Resilience, Positive Thinking and Self-talk

**Estimated Time:** 15 to 20 minutes

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<th>Teaching Strategies</th>
<th>Resources</th>
<th>Special Considerations for COVID-19</th>
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<tr>
<td>Watch the video: Building Resilience.</td>
<td>Building Resilience video</td>
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*Teaching in Person, with Public Health Measures in Place:*
- Ensure all students have a 2-metre distance from each other. If the space you are in is too small to allow for physically distant group work, then complete as an individual activity and discuss as the whole group.
- Ensure students are wearing a mask, unless exempt.
- Ensure students are using their own supplies, including individual worksheets.  

*Teaching Online:*
- This activity can be done as a group during a

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| Divide the class into groups of 2-3 participants. Give students the *Reacting to Problems* worksheet. Explain that “Self-talk is the way we think about situations.” For example, these thoughts can be positive “life isn’t perfect, but some things I can change” or negative “they are doing it on purpose”. See the diagram “Change one and you can change them all” on page 26. Our thoughts, feelings and actions can all affect each other. Our thoughts affect | Suggested Materials:  
- Flip chart paper, or whiteboard, smart board or chalk board.  
- Flip chart or whiteboard markers or chalk  
- *Reacting to problems: Self talk can change a lot.* Worksheet on pages 27 and 28 |  

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- *Reacting to problems: Self talk can change a lot.* Worksheet on pages 27 and 28
our feelings, which affect our actions. Our actions can also change our feelings and thoughts. If we can change the way we think about a situation, we may feel and act differently.

Give each group a sample scenario. Using the scenarios, ask groups to complete the worksheet. Ensure that they give examples of both positive and negative thoughts feelings and actions. Ask each group to share their ideas with the larger group for discussion.

Refer to the *have THAT talk: Building Resilience* Youth Activity guide for key messages, additional information, sample scenarios (if applicable) and ideas.

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<th>google classroom meeting. The teacher can share their screen with their students to capture the ideas of the group during the group discussion period. This activity can also be done during self-learning time and discussed as a group at the next meeting.</th>
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*have THAT talk: Building Resilience Youth Activity Guide* (Pages 24 to 28)