

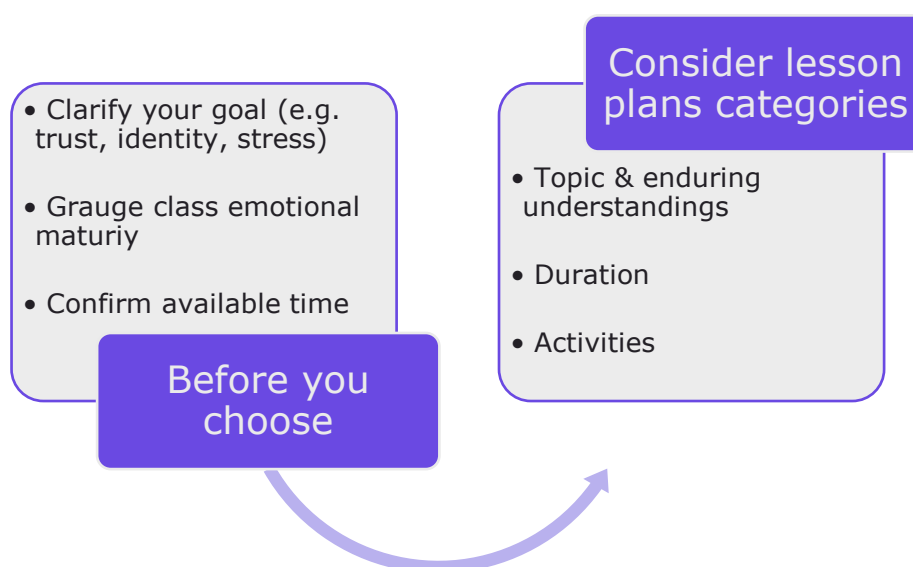
AUTONOMOUS WORK

Module 3: Your Mental Health Toolkit



This document outlines key **considerations, tips, and criteria to guide teachers in selecting and adapting *YoungMinds* lesson plans** to their subject, class, or school context. Please read it carefully before completing the **autonomous work following the 3rd international webinar**; the outcomes will be presented in the national session.

Choosing the lesson plans



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MENTAL
HEALTH
PERSPECTIVES

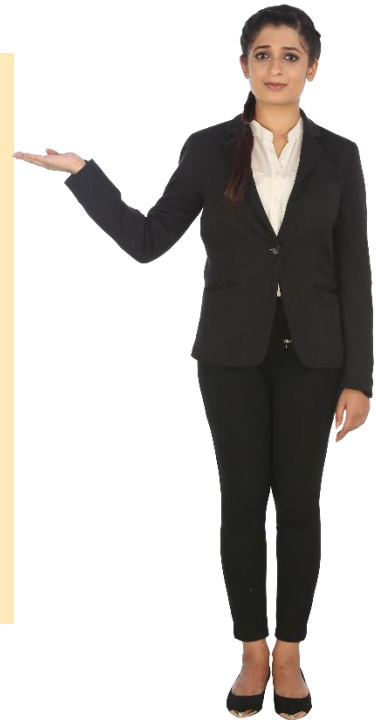


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Quick tools for teachers

Pre-session checklist

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- ✓ **Content confidence** | *Do I know this well enough?*
Explore the materials and links provided.
 - ✓ **Psychological safety** | *Is my classroom respectful?*
Set norms early, model non-judgment and value all contributions.
 - ✓ **Potential triggers**
Expect them. Introduce the film and themes clearly, acknowledge difficulty. Use the classroom to process emotions safely and build coping skills.



Conversations starters



- What do you think the character was feeling?
- Have you ever felt something similar?
- Why do people react differently to the same situation?
- What helps you feel calmer when things get tough?
- Who or what helped the character feel supported?
- How do negative labels or stereotypes hurt people?
- What strengths does the character show when things get hard?
- Think of a time you felt overwhelmed. What helped - or could help next time?
- What questions does this film raise about being mentally well?
- How does this character challenge assumptions about normality?
- Should suffering always be treated, or can it have meaning?
- Can someone be mentally ill and fully functional?

One good question can carry the discussion. Allow silence.



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MENTAL HEALTH PERSPECTIVES



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Planning and adapting lessons

Fit to your teaching style

FOLLOW CLOSELY	TREAT PLANS AS TOOLKITS IF EXPERIENCED	USE STUDENT-FRIENDLY LANGUAGE	MATCH METHOD TO ENERGY/SIZE	IT'S FINE TO SHORTEN	ADAPTABILITY GROWS WITH PRACTICE
<p>Especially if you're new to this</p>	<p>Combine, swap or scale activities based on engagement</p>	<ul style="list-style-type: none"> - What helps you feel calmer...? (vs. coping strategies) - Who/what supported the character? (vs. protective factors) - How do negative labels hurt people? (vs. stigma) - What strengths show up when it's hard? (vs. resilience skills) - Think of a time you felt overwhelmed..."(vs. reflect on emotional regulation) 	<ul style="list-style-type: none"> - Pairs or circles for small groups - Spectrum or role play for high energy - Writing, drawing or think-pair-share when tired 	<p>Film + 1-2 activities can be enough</p>	<ul style="list-style-type: none"> - Start with familiar dynamics - Experiment as confidence builds



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MENTAL HEALTH PERSPECTIVES



Bringing Mental Health into my subject

Why integrate?

Normalises wellbeing as part of everyday learning

Stress reduces learning;
safe discussion
strengthens resilience

Teachers **equip** and **signpost** - not "fix" or overprotect

Subjects examples



Mathematics

Notice patterns in behaviour, decisions or resilience



Language & literature

Explore writers or characters through wellbeing lenses; use writing/debate.



History

Compare past and present understandings or treatments.



Art & Media

Make a short film or use visual expression to process themes.

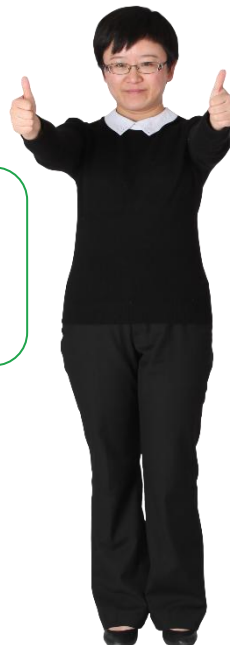
Long-term tips

✦ Introduce themes gradually and consistently

✦ Expect varied readiness; be patient and persistent

✦ Keep it authentic to your style; consistency and intention matter most

It's OK Not to Be a Mental Health Expert



When unsure

Feeling uncertain is normal. Listen, guide, support - don't solve

When a student needs more

- Know referral routes (counsellors/psychologists)
- Use a simple decision guide (act now vs. hold space)
- Consult colleagues/support staff when in doubt