

Lesson 2 : The stigma of mental health problems

Learning Objectives: (slide 1)

- Understand what stigma means
- Be able to empathise with why people with mental health problems might feel stigmatised

<p><u>Starter</u> 10 mins</p> <p>Students are split into groups and given flip chart paper and markers. Thinking quickly (and without fear of reprisal!) they should scribble down as many words for a person with mental illness as they possibly can. It is important here that students feel they can safely use all manner for expressions including potentially offensive labels such as; “loony”, “psycho”, etc.</p> <p>The learning outcome here is to demonstrate how we label and represent one in four of our society . Emphasise this figure using the powerpoint slides 2 and 3.</p>	<p>Skills:</p>	<p>Resources:</p> <p>Flip chart paper and board pens</p>
<p><u>Stigma</u> 10 mins</p> <p>What does stigma mean? Ask students to come up with their own definitions. Show the powerpoint slide definition (slide 4). Ask students if they believe there is a real stigma associated with people who have mental health problems. Show students slide 5 - they may well not have stigmatising attitudes towards people with mental health problems but society in general does.</p> <p>Fill in the ‘Your guess: True/False’ column on the ‘Mental health stigma: facts, stats and myths’ sheet</p>	<p>Independence</p>	<p>Copies of “Mental health stigma: facts, stats and myths” sheet (1 each)</p>
<p><u>“Ordinary People, Extraordinary Challenges”</u> 25 mins</p> <p>Show slide 6 and introduce students to Georgie, Rhiannon, Tom, Agnes, Wesley, Tom and Helen. Watch the clip. Make brief notes on the sheet.</p> <p>In groups of 3/4 give students the ‘discussion points’ sheet.</p> <p>Reassemble the class. Remind them of the 1 in 4 figure and that means at least some of the class will have a friend with a mental health problem. How could they support that friend? If time allows, run through the discussion points sheet.</p>	<p>Observation</p>	<p>OPEC video clip</p> <p>Copies of “OPEC student notes” (1 each)</p> <p>Copies of “OPEC discussion points” (1 between 3-4)</p>
<p><u>Plenary</u> 10 mins</p> <p>Ask students to think about the word wall activity at the start of the lesson. If a peer used the derogatory terms to describe someone with mental health problems now would you challenge them? Would you use them yourself now? These questions work best if thought about individually, there is no need for them to be answered aloud.</p> <p>Go back to the ‘facts, stats and myths’ sheet. Give students 1 min to read through and revise any answers if they want to then run through the correct answers from the powerpoint (slides 7, 8 & 9).</p> <p>Fill in a second box on the A3 summary sheet (top 3 learning points).</p> <p>You may wish to encourage the class to visit: http://www.time-to-change.org.uk/ pledgewall and sign the pledge (slide 10)</p>	<p>Reflection</p>	<p>Learning Objectives summary sheets from previous lesson</p>