



MASKING - LESSON RESOURCES

Lesson 1: Jamie's Story

Objectives:

- To understand Anxiety and how it can affect people.
- To understand how we can help manage exam stress and other pressures.

Key Words:

Exam Stress
Anxiety
Mindfulness
Coping Mechanisms

Starter Activity:

In pairs discuss what you can remember about Jamie. What was he doing in the play? What do we think happened to Jamie before the school lockdown?

Task 1: Under Pressure

- In small groups write a list of all the pressures or worries you feel you currently have.
- Think about whether Jamie also faces any of these pressures.

Task 2: Exam Stress

- In your groups discuss what you think exam stress is.
- As a group, complete the *Exam Stress Worksheet*.

Exam Stress Worksheet

<u>WHAT CAUSES EXAM STRESS?</u>	<u>HOW DOES EXAM STRESS AFFECT YOU?</u>	<u>WHAT CAN WE DO TO COPE WITH EXAM STRESS?</u>
Feeling like you are not ready or prepared.	Feelings: anxious, worried, overwhelmed, nervous, stressed	Make time for things you enjoy
Worrying about how you will perform.	Headaches	Create a schedule for studying
Worrying about your future	Changes in eating patterns	Drink plenty of water and healthy nutrition
Putting pressure on yourself	Excess sweating	Get enough sleep every day
Pressure from others.	Feeling tired and low in energy	Mindfulness practice
Comparing yourself to others	More likely to be irritable	Talk to others
Difficulties at home	Isolated	Self-care activities
Problems with relationships/friendships	May become more forgetful	Take proper breaks



Extension Task/Homework:

- Create an exam survival guide or poster.
- What can we do before, during and after exams to support ourselves?

Final Discussion:

- Discuss how exam stress and Anxiety are linked.
- Do we think the Covid-19 pandemic has had an impact on these pressures?

Lesson 2: Holly's Story

Objectives:

- To understand how social media can affect self-image.
- To understand the positive and negative impacts of social media.

Key Words:

Self Image
Social Media
Prejudice
Fake News
Virtue Signalling

Starter Activity:

In pairs discuss what you can remember about Holly. What do the other characters think of Holly? What does Holly think about herself?

Task 1: My Profile

In groups look at the instagram posts in front of you. Discuss what you know about this person from looking at their instagram post.

- What are they doing in the photo?
 - Where are they?
- What can we learn about them from the photo?



@mel_02

Mel spent the day with her friends from university. They all lived together whilst they were studying and have not seen each other in three years.



@callmenick

Nick is a small business owner and had this photo taken for his website which he is in the process of updating.



@Lindsey576

Lindsey is a doctor who has been unwell. She is now feeling better after a course of treatment and decided to go on holiday to LA.

Task 2: Impacts of Social Media

In groups create two lists. One that looks at the positive impacts of social media and the other that looks at the negative impacts of social media. There are some words below to help you get started!

<u>POSITIVES</u>	<u>NEGATIVES</u>

Virtue
Signalling

Encourages
self
expression

Fake
News

Marketing

Extension Task/Homework

- In pairs pick one of the following arguments to debate.
- Write a list of points to support your argument and prepare to do your debate in front of the rest of the group.
- Alternatively write up a persuasive speech to convince others that you have the better argument.



Editing of photos should be allowed on social media V Editing of photos should be banned on social media

Social media is a good news source V Social media is a bad news source

Everyone should have social media V No one should have social media

Final Discussion

- What have you learned about social media?

Lesson 3: Alex's Story

Objectives:

- To understand LGBTQIA+ and what it means.
- To understand how those who identify as LGBTQIA+ can be affected by mental health issues.
- To understand how to support those who identify as LGBTQIA+

Key Words:

LGBTQIA+
Micro-aggression

Starter Activity:

In pairs discuss what you can remember about Alex. Do you remember what upsets Alex in the play?

Task 1: What is LGBTQ+?

- In your groups define LGBTQIA+
- Using a mind map, write down some of the challenges that those who identify as LGBTQIA+ might face.
- Identify ways in which we can support those who identify as LGBTQIA+

Task 2: Scene Extract

- In pairs look at the scene extract from the play. Look at the exchange between Dom and Alex.
- Devise a short scene in response to this extract. Include a conversation about what Alex is upset about and what Dom can do to resolve it.

Extension Task/Homework:

- Using the gingerbread template, fill it in with all the different things that form your identity. This can be a combination of writing and drawings.
- Things that you could include: gender, name, hobbies, interests, ethnicity, languages, sexuality.

Closing Discussion:

- Identify one thing you have learnt today.
- Identify one thing that you can do to support those that identify as LGBTQIA+

Lesson 4: Rosie's Story

Objectives:

- To understand the term Eco-Anxiety.
 - What can we do to help?

Key Words:

Eco-Anxiety
Climate Change

Starter Activity:

In pairs discuss what you can remember about Rosie. What does she get upset about in the play?

Task 1: What is Eco-Anxiety

- Write down what you think the term 'Eco-Anxiety' means.

Watch the following video (5 mins):

<https://www.youtube.com/watch?v=qeK7bbWKBjY>

If you have time, watch the following video (25 mins)

<https://www.youtube.com/watch?v=v9ZVWFdCjow>

- Write down how Climate Change makes you feel. What is your response to the videos you have just watched?

Task 2: What can we do?

- In pairs create a mind map about all the different things we can do to help reduce the effects of climate change. You may want to break these into two groups: collective action and individual action.
- Create another mind map of all the things we can do to look after our mental health if we are worried about climate change.

Extension Task/Homework:

- Research an organisation or individual that is fighting climate change.
- Identify what they are doing and how this is helping.
- Prepare a presentation that you could show back to the rest of the class.

Closing Discussion:

Identify one thing that you are going to commit to moving forward to help reduce the effects of climate change.

Identify one thing that you know you can do to support someone who is experiencing Eco-Anxiety.

Lesson 5: Nadia's Story

Objectives:

- To understand the impact that past trauma can have on our mental health.
- To know what a refugee is.

Key Words:

Refugee
PTSD
Past trauma

Starter Activity:

In pairs discuss what you can remember about Nadia.

Discuss what the words 'refugee' and 'past trauma' mean.

Refugee:

A person who has been forced to leave their country in order to escape war, persecution, or natural disaster.

Past Trauma:

A traumatic event or events that happened in the past.

Task 1: Past Trauma

- In pairs discuss what you think happened to Nadia before she came to this school. Look at Nadia's speech for reference.
- What impacts do you think this would have had on Nadia's mental health?

What is PTSD?

PTSD stands for post-traumatic stress disorder. It is an anxiety disorder caused by very stressful, frightening, traumatic or distressing events. It may be caused by a one off-event or by repeated exposure to a number of events.

Some events that can cause PTSD include:

- Being assaulted
- Being involved in an accident
- Experiencing violence
- Experiencing a natural disaster
- Losing someone close to you
- Being diagnosed with a life threatening condition
- Being in a job where you are exposed to multiple distressing events

The effects of PTSD include but are not limited to:

- Nightmares
- Flashbacks
- Physical sensations such as sweating, shaking and nausea
- Extreme alertness
- Easily startled

How can I help?

Below are some ways that you can help someone experiencing PTSD:

- Listen to them and give them space to talk about what happened. Don't make assumptions or dismiss their experiences.
- Learn their triggers.
- Have a conversation about how they can be supported if they are triggered by something.
- Avoid crowding or unnecessarily touching the person.
- Help them find support.

Task 2: Nadia's Diary

Write a diary entry for Nadia for one of the following days:

- The day she left her country.
- The day she arrived in the UK.
- Her first day at school in the UK.

Extension Task/Homework:

Create a storyboard for Nadia's journey to the UK. In each image there needs to be a thought bubble for Nadia that says how she is feeling or what she is thinking.

These can also be performed as freeze frames with a thought track.

Lesson 6: Billy's Story

Objectives:

- To understand what Autism is.
- To understand what Neurodivergence is.
- To understand how we can support those who identify as neurodivergent.

Key Words:

Autism
Neurodivergence

Starter Activity:

In pairs discuss what you can remember about Billy. What happens to Billy in the play?



Task 1: What is Autism and Neurodivergence?

- Create a mind map for each of these words.
- Think about what they mean and your understanding of them.
- Do you know anyone who is Autistic? What about characters we see on TV or books?

AUTISM

Autism is a processing difference that can have an impact on many areas of a person's life. Autistic people often experience differences in how they process information, their sensory environment and how they interact with other people.

NEURODIVERGENT

Neurodivergent can be used to describe someone who has a neurodiverse condition, for example, autism. This means their brain processes information differently.

ADHD

Attention deficit hyperactivity disorder (ADHD) is a condition that affects people's behaviour. People with ADHD can seem restless, may have trouble concentrating and may act on impulse.

In the play, Billy experiences a shut down. Watch this video to find out more about shut downs:

<https://www.youtube.com/watch?v=gztHLxesWlI>

Task 2: Supporting Neurodivergence

- Cut out the words from the *Supporting Neurodivergence* worksheet.
- Using the table place each word in the relevant column.

SUPPORTS those who are Neurodivergent	DOES NOT SUPPORT those who are Neurodivergent



Extension Task/Homework: Design a Space or Toy

- Think about a space. It could be a school, shop or a space you want to make up.
- When designing it think about what we can do to make the space inclusive of Neurodiverse people.

Closing Discussion:

- Identify one thing that we can do to support those who are Neurodiverse.

Lesson 7: Dom's Story

Objectives:

- To understand what a mental health crisis is.
- To understand the impact of someone caring for someone struggling with their mental health.

Key Words:

Mental Health
Crisis

Starter Activity:

In pairs discuss what you can remember about Dom.

What is a Mental Health Crisis?

It is a situation in which someone's behaviour puts them at risk of harming themselves.

Task 1: Mental Health

In small groups - answer the following questions.

1. What has happened to Dom in the play?
2. How do you think he is feeling after seeing Nancy on the roof?
3. What would you have done if you were in the room at that time?
4. How do you think things have been at home for Dom?
5. How can Dom's friends support him moving forward?

Task 2: Mental Health Quiz

1. How many people will experience a mental health issue each year?

1 in 4

1 in 5

1 in 7

2. Who can have a mental health issue?

3. Around 20% of the world's children and adolescents have a mental health condition.

True

False

4. Nearly 9 out of 10 people with mental health issues say that stigma and discrimination have had a negative effect on their lives.

True

False

Task 3: Mental Health Circle

- Have four large sheets of paper in each corner of the room.
- Each sheet will have one of the questions below.
- Each group will start in one corner and move round each time you hear the buzzer.
- Put as much as you can down on each piece of paper.

1) What do you think can cause a mental health issue?

2) Are there any groups of people that are more likely to experience mental health issues?

3) What can we do to support our own mental health?

4) What can we do to support those around us?

Task 4: Devise a Scene

In pairs devise a scene where Person A is struggling with their mental health and tells Person B. Person B will then do something to support them.

Try to include the following in the scene

- Signs that Person A is struggling.
- Support that Person B can offer.

Extension Task/Homework:

Create your own guide or box of self care suggestions that you can go back to on days when you need a bit more support.

Self care techniques can help manage the symptoms of many mental health problems as well as promoting a healthy lifestyle.

There are some suggestions below if you need help getting started.

Have a
bath

Watch
your
favourite
film

Go for a
walk

Write in
a diary

The following slides are for those schools that are limited to lesson time following the performance.

Objectives:

- To understand the key themes within the play.
- To develop an understanding of mental health.
 - To understand how we can help others.

Starter Activity:

Independently think about the play. How did it make you feel? Could you relate to any of the characters? Was there anything you did not understand? Any questions?

Task 1: Word Association

- Lay out the character cards in front of you in your groups.
- Cut out the words from the *Word Wall Sheet*.
- Place each word under the character you think it is most relevant for.
- Write down any words you don't understand or have questions about.

Task 2: Character Cards

In small groups look at the character cards and answer the following questions for each character:

- 1) What do we know about this character?
- 2) How do we think they are feeling?
- 3) Is there anything they would like to say but can't?
- 4) What would you do if they were your friend?

Task 3: Self Care Box

Create your own guide or box of self care suggestions that you can go back to on days when you need a bit more support.

Self care techniques can help manage the symptoms of many mental health problems as well as promoting a healthy lifestyle.