



AGES 14-18 MENTAL HEALTH SKILLS PROGRAMME

Week:

6

50 minutes
in total
approx.
per week.

Learning Outcomes:

1. To be able to describe the reasons and situations for using Crisis Survival skills
2. To be able to recall the meaning of the mnemonic "ACCEPTS"
3. To describe your own ideas for using "ACCEPTS" to cope with a crisis

Materials Needed in addition to slides:

PRINT/SEND:

- "ACCEPTS" handout
- Homework worksheet: "ACCEPTS"

GET: Coins for mindfulness activity (at least 1 per student)

Differentiation:

By support and outcome.

Homework:

"ACCEPTS" sheet recording ideas for each part of mnemonic and using skill/s in stressful situation/s.

Activities and Main Teaching Points:

1. Introduce Learning Outcomes on slide.
2. Mindfulness activity (5 mins) to practise Observing skill: Give each student a coin. They observe the coin carefully for 1 minute. Collect in the coins and then pass a handful of coins around, asking the students to try and find their own again. Discuss students' experiences using prompts on PPT.
3. Review "How" skills homework in partners, with teacher providing input as required.
4. Introduce new module of Distress Tolerance skills. These are skills to help us cope with distress so that we do not cause ourselves more pain and suffering than is unavoidable. Explain that pain is part of life and can't always be avoided. If you can't cope with your pain, you may act impulsively. When you act impulsively, you may end up hurting yourself, hurting someone else and/or also not getting what you want.
5. Use PPT to outline two types of Distress Tolerance skills: Crisis Survival skills (for short-term acute situations of distress) and Reality Acceptance skills (for longer term distressing situations which can't be resolved quickly or easily).
6. Elicit and clarify meaning of a crisis: highly stressful, short-term and creating urgency to resolve it now.
7. Introduce Emotional Thermometer on PPT. In pairs, students rate their emotional temperature from 0 to 10 in the different situations provided, for example: taking a test unprepared, someone making a negative comment about them on social media, etc.
8. Outline idea of distracting oneself temporarily, as a Crisis Survival skill.
9. Introduce mnemonic "ACCEPTS" on PPT, to help distract ourselves in times of distress (Activities, Contributing, Comparisons, Emotions, Pushing away, Thoughts, Sensations).
10. Give students the "ACCEPTS" handout. In pairs, they practise the constituent words of the mnemonic.
11. Student work together in pairs or small groups to complete the table on a sheet of paper with their own ideas/examples for each part of ACCEPTS. Or, they use sticky notes and complete on the board as a class.
12. Go through main points of lesson on summary slide.
13. Briefly go through "ACCEPTS" homework activity and explain worksheet as needed.
14. Review Learning Outcomes together.
15. Plenary - in pairs or as whole class: How could we define a crisis? What is the main purpose of Crisis Survival skills? What does the mnemonic "ACCEPTS" stand for?

Teacher Evaluation of lesson, and any follow-up needed:

Got questions?
Post in the Online
Community
Forum for advice
from us!