How AI is being used to support positive mental health

This resource consists of an inspirational film about mental health clinician, **Anya Aggarwal**, an article outlining their journey with AI technologies, and further information about the AI tools seen in the film.

Before watching the film

Ask pupils to make a list of some of the ways AI tools might be used to support people with mental health issues.

After watching the film

Vocabulary check
Ensure that pupils understand all the technical vocabulary used in the resource - you could create a class glossary to clarify the meaning of any new or specialised terms.

Roles & Jobs

These films are based around an interview with someone who is using AI to transform the world around them. This is an opportunity for young people to think about how they might do the same, perhaps in a similar field.

- Start by clarifying what Anya does – what does the job entail and how does AI technology fit in?
- Then move on to discuss more specifically the AI tools they are using, what they do and how they do it.

Discussion

The resources could be used as a starting point for paired and small group discussions. Provide some suggested talking points to get the conversation started.

- How could using AI tools transform the way we support people with mental health issues?
- What sort of rules do we need to introduce to make sure AI tools used in this area are safe?
- Should we be making sure people have another human to talk to rather than a digital version?
- Will the AI technology always say the right thing to someone who is vulnerable - can we trust it?

Drama & Role play

The resources could be used as a stimulus for pupils to engage in short role play scenarios, exploring some of the discussion points in more detail. For example, pupils could role play a conversation between a mental health support chatbot app developer and a parent or family member who is concerned about their teenage child using it.

Other activities

Pupils could create a mind map collecting some of the ideas and information from the resource and grouping and organising them under their own categories and headings.

CURRICULUM LINKS

The activities above link to the following statutory **RSE and Health Education** subject content for KS4:

Statutory KS4 subjects	Pupils should know:
RELATIONSHIPS EDUCATION: Online and Media	• Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. • How information and data is generated, collected, shared and used online.
HEALTH & WELLBEING: Internet Safety and Harms	• The similarities and differences between the online world and the physical world, including how to be a discerning consumer of information online.
HEALTH & WELLBEING: Mental Wellbeing	• How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health.

LINKS TO OTHER SUBJECTS

PSYCHOLOGY

Curriculum content links

Pupils could explore how AI tools might be used to in relation to some of the *"interventions or therapies for clinical depression, schizophrenia, addiction, or autism spectrum disorder (ASD) and how these improve mental health"* as mentioned in the GCSE curriculum content.