

## Stand-up comedy course for men at risk of suicide

### Level 3: Advanced – Teacher’s notes

**Article summary:** The article describes how stand-up comedy is being used to help people with emotional and other disorders to become more confident.

**Time:** 60 minutes

**Skills:** Reading, Speaking, Writing

**Language focus:** Vocabulary

**Materials needed:** One copy of the worksheet per student

Highlight words that are related to the forms of some of the words in the exercise, e.g., ‘resilience’ (for the noun form of *resilient*), ‘vulnerability’ and ‘counsellor’. Highlight the meaning of *issue* in this text. If you have an *issue* with something, you have a problem with it, as in “She has an issue with people making a noise in the street late at night”.

**Key:**

- |                      |                        |
|----------------------|------------------------|
| 1. <i>Stand-up</i>   | 7. <i>Wellbeing</i>    |
| 2. <i>vulnerable</i> | 8. <i>refer</i>        |
| 3. <i>resilient</i>  | 9. <i>trust</i>        |
| 4. <i>Postnatal</i>  | 10. <i>issue</i>       |
| 5. <i>Autism</i>     | 11. <i>Counselling</i> |
| 6. <i>pilot</i>      | 12. <i>fine line</i>   |

#### 1. Warmer

- a. The purpose of this activity is to familiarize students with some of the abbreviations used in the article. The first letter of each of the missing words is obvious from the abbreviation, but if students require more help, you could give them either the last letter of each missing word or the number of letters in each word. Note that the term *general practitioner* is used to describe a doctor who treats patients for a wide range of problems rather than specializing in a single area. The former term for this was ‘family doctor’.

**Key:**

1. *Health*
2. *Stress*
3. *Disorder*
4. *System*
5. *West*
6. *General*

- b. Have students work in pairs and discuss briefly. Monitor carefully – this is a good chance to observe if everyone in the class is comfortable with this topic.

#### 2. Key words

- a. Ask students to do the exercise individually and then compare their answers in pairs or small groups. Point out that the verb *refer* has several meanings, but here means ‘pass a patient on to a specialist’, as in “My doctor referred me to a psychologist”.

#### 3. Understanding the article

- a. The answers given are only suggested answers and students may correctly answer the questions in different ways, e.g., in item 4 they may say “It puts them in a very powerful position” or similar.

**Key:**

1. *It describes stand-up comedy as one of the toughest jobs in the world.*
2. *They can help them to recover from emotional problems.*
3. *It is helping men at risk of suicide in London.*
4. *It enables them to use comedy to change their perspective on their experiences.*
5. *It can help them change their lives and do something differently.*
6. *one year*
7. *the effect of comedy on people’s wellbeing and mental health*
8. *five minutes*
9. *psychologists and people who have experienced suicidal events*
10. *at least a hundred*

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#### 4. Key language

- a. Students could be asked to do this exercise individually and then compare their answers in pairs. Encourage them to check their answers in the text. Note that *private practice* is medical treatment that you pay for and is not part of the National Health Service. Note that *suicide* can also collocate with 'risk' but there is only one solution in which all the words can be used.

**Key:**

- |      |      |
|------|------|
| 1. e | 5. h |
| 2. d | 6. b |
| 3. g | 7. c |
| 4. a | 8. f |

#### 5. Discussion

- a. Allow students time to note down their ideas about each statement and encourage them to say why they agree or disagree with each one.

#### 6. In your own words

- a. The task could also be done as homework and students could then present their reports to the class.