

About Depression & Anxiety - Level 1 Staff Activity Guide



What's Included:

The purpose of this guide is to support teachers in empowering students to make positive choices even when faced with high-risk situations. In this guide you will find a Student Video Viewing Guide, Student Activity options, and a Brain Quiz with an answer guide. Each of these resources can be used independently or in conjunction with one another as time allows. For your planning purposes, please find the estimated time needed for each activity below.

- **Viewing the Video**

Without Student Video Viewing Guide - 4 minutes

With Student Video Viewing Guide - 10 minutes

- **Student Activities -**

Write About It Prompt - 10 minutes

Group Activity - 10 minutes

Independent Practice - 3-5 minutes

Extended Learning - 10 minutes

- **Brain Quiz - 5-10 minutes**

Student Video Viewing Guide Strategies:

- **Before the video (3-5 min) -**

Have students complete the **Do Now** question box to get the wheels turning

Ask students to "**pair and share**" with a classmate, and/or have a brief class discussion

Remind students to "**preview**" the Video Viewing Guide so that they know what they are listening for

- **During the video (3-5 min) -** Pause the video to talk about Check for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share.

Pause the video to talk about for CFU **Question 1** - What can feeling anxious or depressed for extended amounts of time do to brain activity?

Pause the video to talk about for CFU **Question 2** - What can we do to help with negative feelings?

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Student Activity Options:

• Write About It Prompt (5-10 minutes) -

- a. Think about a time that you felt anxious or depressed. In 5-10 sentences write about what made you feel this way, how your body felt during this time, and what you did to make it better.

• Independent Practice Activity (3-5 minutes) -

- a. **Materials needed:** Coping Skills chart and writing utensil. **Directions:** Review the list of coping skills below. Place a **"check"** if this is a coping skill you think will work for you. Place an **"X"** if this is not a coping skill that will work for you.
- b. **Criteria for Success:** Student has placed an **"X"** or a **"check"** in each box, specifically indicated coping skills that are doable and successful for them.

• Group Lesson Activity (10 minutes) -

- a. **Materials needed:** Chart paper/white board and markers. **Directions:** Teacher will write the negative mood words on the board, chart paper, etc. Together the class will identify the negative moods and how they make them feel, as well as identify coping skills for each.
- b. **Criteria for Success:** Students are able to work together to define the feeling words and list coping skills to match each. The coping skills will match the feeling and/or situation.

• Extended Learning Activity (10 minutes) -

- a. **Materials needed:** Body outline and writing utensil. **Directions:** Think about the way being mad, sad, depressed, and anxious make you feel. Using the outline of the body below, write or draw how you feel in different parts of your body when negative feelings begin. For example, my palms start to sweat, my face gets hot, etc.
- b. **Criteria for Success:** Student has indicated how their body feels when having negative feelings through writing or drawing on the different parts of the body.

• Brain Quiz Answer Key (5-10 minutes)

1. True
2. D. All of the Above
3. Risky Behaviors
4. A. Coping Skills
5. Facts