

About Depression - Level 3 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 Guide, 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.

Viewing the Video:

Without Student Video Viewing Guide - (7 minutes)
With Student Video Viewing Guide - (10 minutes)

Student Activities:

Activity #1 Write About It - (5-10 minutes)
Activity #2 Positive Coping Strategies - (10 minutes)
Activity #3 "I AM" Statements - (10-15 minutes)

Brain Quiz:

(5-10 minutes)

Student Video Viewing Guide Strategies:

Before the video (3-5 minutes)

- Have students "popcorn out" (share without raising hand) to get the wheels turning, on the following question- What is depression, what does it mean to be depressed? How do you think it is different from being sad?
- Have students "pair and share" with a classmate on the question- What can you do to fight negative thoughts that may make you feel depressed?
- Remind students to "preview" the Video Viewing Guide so that they know what they are listening for.

During the video (3-5 minutes)

- Pause the video at times for Checks for Understanding (CFU). You can call out a few students to answer, and/or have them pair and share. Students can complete the brain quiz either during or after the video.



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Brain Quiz Answer Key: (5-10 minutes)

1. A depressive disorder may be present if sadness lasts nearly every day for two weeks or more. All of the following can be symptoms of a depressive disorder EXCEPT: (Answer: d. unusual joy or feelings of calm)
2. True or False: When left untreated, depression can arrest brain development. (Answer: True)
3. Arrested development can occur when there is a lack of activity in the _____ for long periods of time. (Answer: c. Frontal Lobe)
4. Recent research shows that about _____ adolescents suffer from depression. (Answer: b. 1 in 5)
5. Strategies for coping with depression include ALL of the following EXCEPT: (Answer a. sleeping 10+ hours a day)

Student Activity Options:

Activity #1 Write About It (5-10 minutes)

- a. Materials needed: journal or notebook paper and writing utensil.
- b. Prompt: Write About It –Life can be challenging at times. What was the last experience that you had that left you feeling sad? What are some strategies that you will use to cope, the next time you feel down?
- c. Criteria for success: students are able to identify an event that led to a feeling of sadness and at least 1 positive coping strategy.

Activity #2 Positive Coping Strategies (10 minutes)

- a. Materials needed: paper and writing utensils.
- b. Prompt or directions: as a class, brainstorm as many positive coping strategies that the class can name and record them on the board. Then, have each student individually create a list of their top 10 coping strategies from the list created (or additional strategies). Encourage the students to keep the list and refer to it for positive coping ideas.
- c. Criteria for success: students are able to share and create their own list of positive coping strategies (EX- Going on a walk, talking to a friend, exercise, rest, bake, watch a funny show, etc)

Activity #3 "I AM" Statements (10-15 minutes)

- a. Materials needed: paper and writing utensil, and art supplies.
- b. Directions: controlling your thoughts through positive self talk is a coping skill to help manage negative thoughts and feelings. Have the students write a list of 10+ "I am" statements that describe positive self attributes. Transform these positive "I am" statements into art work. Encourage the students to display the artwork in a place where they can view and read aloud daily.
- c. Criteria for success: students are able to write positive "I am" Statements about themselves. (EX- I am kind, I am artistic, I am resilient...)