

# LEADS: FOR YOUTH

LINKING EDUCATION AND AWARENESS  
OF DEPRESSION AND SUICIDE: FOR YOUTH

## SCHEDULE

### DAY ONE — DEPRESSION

#### OBJECTIVES

Participants will:

- Learn the Symptoms of Depression
- Learn how to distinguish between Depression and “Having the Blues”
- Learn how Depression affects a person

#### SUPPLIES

- Newsprint or Flipchart paper for brainstorming activity
- Copies of “Question/Comment” slips for each student
- Slides\* of “Symptoms of Depression”; “Definition of Depression”; “Depression Affects The Way You Are”; “Depression is Treatable”
- (\*Note: Slides could be power point presentation, overhead transparency, handout, or handwritten on newsprint – whatever works best for you and your class.) & Copies of “Depression Scenarios” worksheet

#### BEFORE CLASS

- Read both parts of the Teacher’s Guide
- Familiarize yourself with the lesson, especially Depression Symptoms, Diagnosis and Treatment
- Gather supplies needed.

#### OPENING ACTIVITY — 7-10 MINUTES

- A. Using scratch paper, ask students to work individually to brainstorm what words come to mind when they hear the word “DEPRESSION.” These words could be feelings, behaviors, media, things, colors, images, almost anything. However, the students should not include specific people or names. Students should brainstorm 5 – 10 words by themselves.
- B. After a couple of minutes, have the students work in groups of 4-5 to compare words and create a master list of 5 words.
- C. Come back to the large group. Using the flipchart or newsprint paper, create a class list of the words each group listed. Save the list for later.

### **DEPRESSION VS. “HAVING THE BLUES” — 10-12 MINUTES**

- A. Ask the class, “What’s the difference between having Depression and ‘Having the Blues’?” What do the two look like? How long do they last? What feelings are present?
- B. Explain that it is okay, healthy, and normal to be sad (“have the blues”). This can happen for a variety of reasons, like the loss of a loved one, not making the team, or a break-up. Clinical depression lasts longer than 2 weeks and leaves a person unable to function in several areas of their lives, such as school, home, job or social life. Clinical depression is not normal.
- C. Show the class Definition of Depression using slide\*. (TG2)  
Depression is most often a medical illness caused by a chemical imbalance in the brain.  
Medical illnesses that affect the brain are mental illnesses.

### **SMALL GROUP ACTIVITY — 5-7 MINUTES**

- A. Break the class into groups of 4-5 students (or use the same groups the students were in earlier). Pass out the “Depression Scenarios” worksheet and have the students work in groups to find the symptoms of depression the scenarios may exhibit. (Note: If short on time, have different groups work on different scenarios. Use the copy of the worksheet with the scenarios divided up to be cut and handed out as cards – Depression Scenarios.)
- B. After they finish working in small groups, go over the worksheet with the class. Use the class list of symptoms and “Symptoms of Depression” slide\* if needed.
- C. Save the class list of symptoms for later use.

### **DEPRESSION DIAGNOSIS AND TREATMENT — 5-7 MINUTES**

- A. Explain to the class that because depression is a medical illness, it must be diagnosed by a doctor. It cannot be diagnosed by a friend, parent, teacher, or yourself.
- B. Go over “The Way You Think”, “The Way You Feel”, “The Way Your Body Works”, and “The Way You Act” using slides\*.
- C. Discuss “Treatment of Depression” using slide\*. Emphasize that relief is not immediate, and may take a while before someone starts to feel better. (See TG4)

### **WRAP UP — 3-5 MINUTES**

- A. Go over any questions the students may have.
- B. Remind students to either ask a question or make a comment on the “Question/Comment” slips from the beginning of class, if they have not done so already.