Session 2 Agenda

Session Objectives

- Recognize the signs and symptoms of depression
- Introduce the Cognitive Behavioral Therapy Model (think-feel-do cycle)
- Begin to distinguish between situations, thoughts, feelings, and behaviors
- Understand how situations, thoughts, feelings, and behaviors interact

Topics Covered

- Learning about depression
- Learning about the CBT model

Manual Information

- Grades 6-8
- CBT and Mindfulness
- Depression
- 7 Sessions

What You’ll Need

Access Session Agenda, accompanying Google Slide Deck and Resource PDFs under What You’ll Need on our website.

Review:
- CBT Model Activities
- Applying the CBT Model

Print:
- Depression Symptoms and the CBT Model
- Suicide Prevention Resources for Students
- CBT Model Worksheet

Print or prepare to display:
- CBT Model

Preview and load:
- Video: 5 Signs of Teenage Depression

Prepare to bring:
- Poster board or whiteboard
- CBT Model Signs
- Cut-out cards from CBT Model Activities

Session Overview

1. Warm-Up and Session Preview
2. Recognizing Depression
3. What is the Cognitive Behavioral Therapy Model? (Think-Feel-Do Cycle)
4. Wrap-Up and Homework
5. Suggestions for Virtual Adaptation
Warm-Up and Session Preview

(10 minutes)

Do: Provide a quick review of the established group rules to ensure safety and a respectful and kind group. Review group member names.

Do: Ask group members to share their names and one goal they would like to get out of this group.

Do: Preview today’s agenda:

Say: “Today we will learn some factual information about depression. Depression is not just feeling sad. There is a lot of misinformation out there, and learning more accurate information can empower us to feel better. We will also be learning about the Cognitive Behavioral Therapy Model. This model will help us better understand how our daily thoughts impact our feelings and how our feelings impact what we do or don’t do (our behaviors). We can also call this model the think-feel-do cycle.”

Recognizing Depression

(15 minutes)

Explain:

- When we feel high levels of irritability and/or sadness for long periods of time, and these feelings get in the way of our normal life, we may be experiencing a medical condition called depression.
- One in five individuals will experience depression at some point during their school-aged years.
- It is important to recognize these symptoms and learn skills that help us manage them so we can cope better during difficult times.
- It is also very important to know it is okay to have these feelings and to reach out to school counselors, social workers, or your doctor for help and support when feeling overwhelmed.

Do: Show 5 Signs of Teenage Depression. For alternative video options, please visit the TRAILS website.

Ask: “What did you learn that was new? What stood out to you? What did you like/not like? What resonated with you, and why?”

Do: Identifying Symptoms of Depression Activity:

Divide whiteboard or poster into three columns: thoughts, feelings, and behaviors.

Invite group members to share the symptoms of depression they identified from the video, learned elsewhere, or have experienced themselves. As they share, write each symptom into the appropriate column. If key symptoms are missed, review the Depression Symptoms and the CBT Model handout together.
Do: Hand out Depression Symptoms and the CBT Model and Suicide Prevention Resources for Students. Students can either place these resources in their folders or take them home.

Leader tip: It is very important to emphasize that there is hope and that these thoughts, feelings, and behaviors will not last forever. If any student ever feels they are going to hurt themselves or has thoughts of suicide, they should reach out to a trusted adult, school counselor, or school staff member, and/or call the Suicide and Crisis Lifeline at 988 or text HOME to 741741. Additional resources are provided in the handout.

Explain: Highlight key points:

- Depression comes from our genetic makeup, our brains, and our environments. What is happening in our homes, our communities, and our country can greatly impact our mental health. For example:
  - Experiences of racism and discrimination have significant negative effects on both our physical and mental health.
  - Those who have been exposed to violence have a higher risk of developing anxiety and depression symptoms.
- Depression is a medical health condition (like diabetes or heart disease). It involves changes in emotion, thinking, or behavior (or all three).
- Depression is common; anxiety and depression affect 30-40% of kids and teens.
- Having signs and symptoms of depression is not a sign of weakness or character flaw. It’s not your fault!
- Treatments work—some people can get a lot of benefit from a skills group, and some may benefit from individual therapy or a higher level of care.
- Not all treatments are alike—just because one kind of treatment does not work for you, doesn’t mean other supportive services or resources won’t help.

What Is the CBT Model? (Think-Feel-Do Cycle)

(25 minutes)

Do: Introduce the CBT Model: Situation > Thoughts > Feelings > Behavior

Say: “We don’t need to remember the name of the model, but it will be helpful for us to understand the different parts of the model and how they are connected as we learn skills to help us manage our thoughts, feelings, and behaviors. An easier way to remember the CBT model is to call it the think-feel-do cycle.”

Do: Draw the cycle on the board or project it in the room, and walk through several situational examples. (More examples are outlined in the Applying the CBT Model resource. Share this handout with students if desired.):
  - It is Friday, and I don’t have any plans for the weekend.
  - I don’t know where to sit in the lunchroom.
• I texted a friend and they didn’t text back.
• Group’s own examples.

**Do:** Provide the rationale for understanding the CBT model:

**Ask:** Why is it important to understand the model?

**Explain:**

• The model shows us that our thoughts, feelings, and behaviors are all interconnected.
• It shows us how we can interrupt the cycle at any point to better manage our depression symptoms. In our group, we will be learning and practicing skills to help us manage our thoughts, feelings, and behaviors.
• Changing our behavior makes the biggest impact in our lives, but changing our thoughts and feelings can help us too.
• Before we can start making these changes, we need to understand the CBT model (think-feel-do cycle), how it works, and how this cycle is behind everything we do.
• To start, we need a clear sense of the differences between situations, thoughts, feelings, and behaviors.

**Do:** Engage group members in the [CBT Model Activities](#) to better understand how thoughts, feelings, and behaviors are all connected.

• Activity #1: Differentiating between thoughts, feelings, and behaviors: thoughts are what we say in our head; feelings are words to describe our emotional and/or physical state; and behaviors are what we do or don’t do.
• Activity #2: An interactive activity for members to understand the CBT model (think-feel-do cycle). **Say:** “These characters’ introductions represent their hopes and dreams, their family histories, and the power inside them. We all have power inside of us. Let’s find out more about who we are.”

**Wrap-Up and Homework**

(5 minutes)

**Explain:**

• When we feel high levels of sadness or anger, have difficulty enjoying things we used to, experience low energy, or have feelings of hopelessness and/or worthlessness for long periods of time, we may be experiencing a medical condition called depression.
• It is important to recognize these symptoms and learn skills that help us manage these feelings so we can cope better during difficult times.
• It is also very important to know it is okay to have these feelings and to reach out to school counselors, social workers, or your doctor for help and support when feeling overwhelmed.
• Many times, we won't even notice how our thoughts play a role in how we feel or what we do.
• We might first notice that we are feeling awful or behaving in ways that get us in trouble—without even noticing what we are thinking. That’s because thoughts can come and go so quickly, or we just accept our thoughts as true, so we don’t even question them.
• Even if our thoughts are outside of our awareness, they can affect how we feel and behave.
• One of the goals of this group is to learn to slow down and pay attention to our thoughts, feelings, and behaviors so we can practice skills to help manage them. This takes practice and it’s something that we will work on together.

Do: Assign homework for the week: Students will take home a CBT Model Worksheet and fill it out for one situation that occurs this week. Preview the homework as a group. Anticipate and problem-solve barriers to completing homework with the group.
Suggestions for Virtual Adaptation

Use the suggestions below to modify this lesson for virtual formats.

- Consider using the accompanying TRAILS slide deck for this lesson.
- Use screen sharing to display the lesson's video 5 Signs of Teenage Depression. Feel free to choose any other videos from the TRAILS website that you feel would be helpful.
- Be sure to send students the links to Depression Symptoms and the CBT Model and Suicide Prevention Resources for Teens.
- Use screen sharing to display the CBT Model.
- To complete CBT Model Activity #1, read aloud the sample thoughts, feelings, and behaviors and encourage students to vote on which is which using hand signals (e.g., hands on head for thoughts, hand on heart for feelings, or "jazz hands" for behavior). Alternatively, students may type their answers into the chat.
- To complete CBT Model Activity #2, select 3-4 volunteers prior to reading aloud each scenario, allowing them to offer a thought, feeling, or behavior that may follow the scenario and encouraging the rest of the group to offer alternative ideas verbally or in the chat.
- For homework, students can complete a fillable online version of the CBT Model Worksheet or write down their own ideas on a separate piece of paper or on their devices.
Session 2: Leader Reflection

Topics Covered
- Learning about depression
- Learning about the CBT model

Manual Information
Grades 6-8
CBT and Mindfulness
Depression
7 Sessions

Learning About Depression
- Introduced the signs and symptoms of depression
- Led interactive activities to help group members learn about depression

CBT Model
- Introduced the CBT model (think-feel-do cycle)
- Helped group members distinguish between thoughts, feelings, and behaviors
- Emphasized that we can learn skills to interrupt the CBT model at each point: thoughts, feelings, and behaviors
- Applied the CBT model to at least two example situations
- Helped a group member to use the CBT model with a personal example

Group Skills
- Spent 20-30 minutes preparing for the group, reviewing activities, becoming familiar with content, resources to share, videos, activities, etc.
- Used materials from the TRAILS website, including videos or worksheets, while working with group members
- Protected time for group and stayed focused throughout (did not multi-task)
- Set an agenda at the beginning of group
- Encouraged group member participation, particularly among those who are generally quiet
- Created a warm, inviting, respectful space for the group
- Kept the group on task related to content and did not go into unrelated topics
- Actively participated in skill practice (e.g., coping skills, sharing of feelings, etc.)