

D.A.R.E.

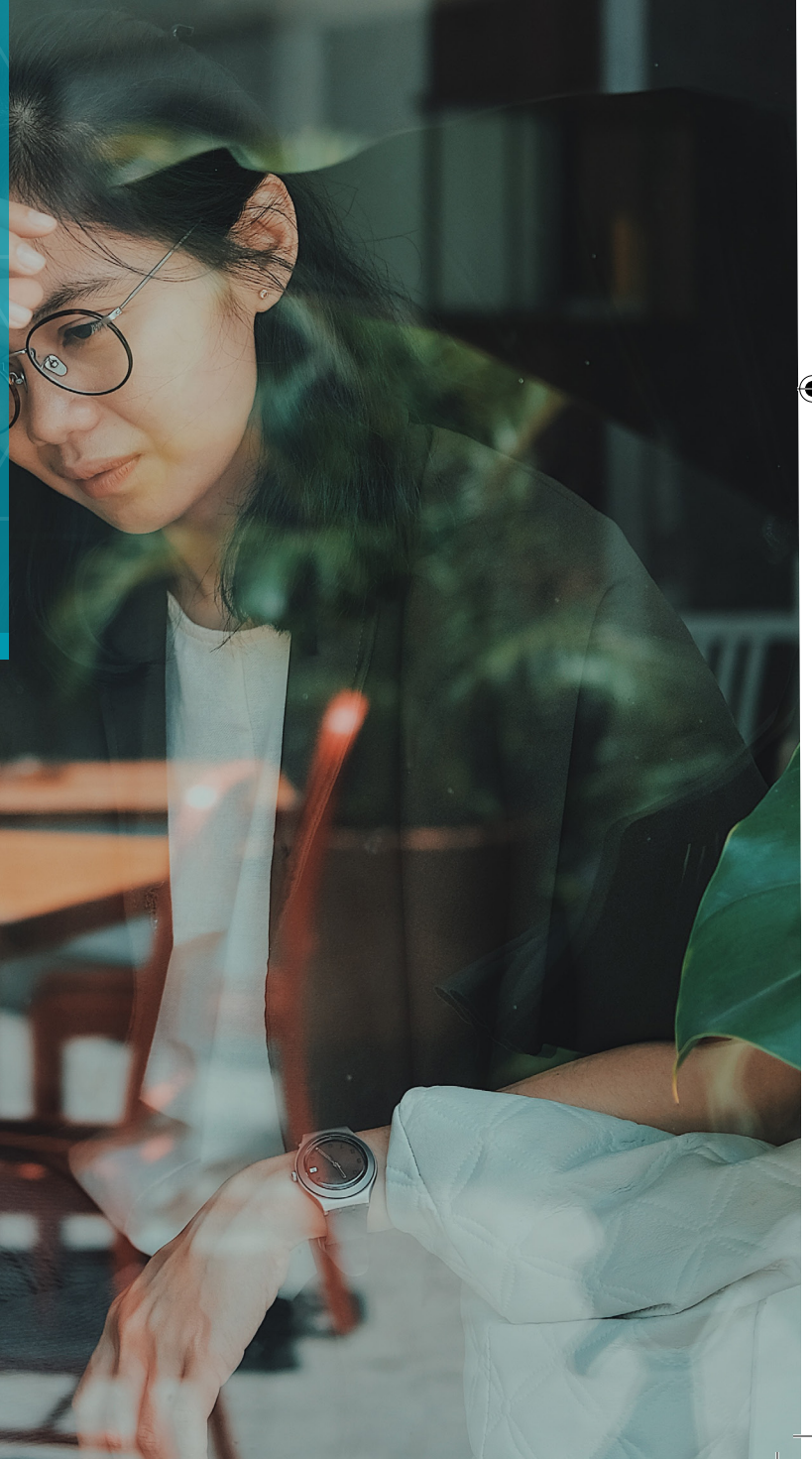
presents

More Than Sad: Teen Mental Health

A Program of



American
Foundation
for Suicide
Prevention





dare.org

More than Sad: Teen Mental Health

Page 2

More Than Sad: Teen Mental Health



More Than Sad: Teen Mental Health

Purpose: Encourage students to talk to a trusted adult about mental health concerns

OBJECTIVES:

The student will:

- Identify signs and symptoms of depression in self and others
- Recognize that depression is an illness that responds to treatment
- Recognize that alcohol and other drugs have a negative effect on mental health
- Describe ways to seek help with mental health
- Identify treatment that is available and effective

Note about American Foundation for Suicide Prevention (AFSP)

This module is a product of a collaboration between AFSP and D.A.R.E. and a modification of an existing AFSP program, More Than Sad. When scheduling to present the module, it is preferable, if possible, to invite a person from the local chapter (if available) to attend the training. You can also share the chapter's contact information with the school if they wish to request MTS training for their teachers, staff or parents. Chapter ability to present trainings for schools is based on availability. Local chapter information can be found online at afsp.org/chapters



PREPARATION:

- Download "Officer Planning Guide" at dare.org for detailed information about preparation and tasks to complete before the in-class session is scheduled, including:
 - Notify nearest AFSP chapter of date, time, and location that you will be presenting. If there is a local or nearby AFSP chapter representative available, they may want to attend lesson presentation. If not, use the video introduction.
 - If you plan to deliver a brief (15 minute) teacher in-service, download the in-service lesson plan and schedule with school administrators.
 - Review "About Teen Mental Health" Resource.
- Meet in advance with administrator, school counselor or supervising teacher to make sure you understand the school's individual plan, procedure, and responsible person if a student wants to talk to someone or has questions related to mental health. You may want to have this person or the designated contact present at the end of the presentation (Activity 6).
- Meet with administrator or supervising teacher to determine meeting times and reserve auditorium, classroom or teaching space.
- Review the lesson plan and PowerPoint slides.
- Arrange technology setup for PowerPoint.

Materials:

- PowerPoint
- A/V display system (video)
- USB drive with video clips
- Copies of Handouts to distribute (during Activity 5)
- Whiteboard/Easel for listing discussion points

Activity 1	Activity 2	Activity 3	Activity 4	Activity 5	Activity 6
Introduction	Activating prior knowledge about depression	Anxiety and Stress	Addressing Depression	Team-Based Discussion	Closing
(2 minutes)	(5 minutes)	(10 minutes)	(10 minutes)	(15 minutes)	(3 minutes)

***A note about time:**

This lesson has been prepared to fit into the standard 45-minute D.A.R.E. block. Many high school classes have more time available. This lesson can be expanded with enhanced time for discussion, however, facilitate discussion so that it remains within the activity guidelines, or the transition to the next activity can be disjointed. The optimal segment to expand time is Activity 5 – Team-Based Discussion. Allowing the students additional time to discuss in groups and share can be very effective.

**ACTIVITY 1
PROGRAM INTRODUCTION**

**NOTES
(2 minutes)**

Display Slide 1



Say: I am with you today to introduce the D.A.R.E. High School Lesson called “More Than Sad”. It was developed in a partnership between D.A.R.E. and the American Foundation for Suicide Prevention. “More Than Sad” is a program designed specifically to help high school students, like you, understand more about Mental Health, especially Depression. Some people who are depressed may have thoughts of trying to end their life. Those thoughts can come up for a variety of reasons and can be addressed without shame or negative consequences by talking it through with a trusted adult.

Instructor’s Note: Introduce yourself as the D.A.R.E. Officer and allow a minute for the AFSP representative or appropriate school personnel to make an introduction. If an AFSP representative is not available, there is a brief video on USB drive.



**ACTIVITY 1
PROGRAM INTRODUCTION (continued)**

NOTES

If video clip or technology to play it is not available, please read the following introduction:

“The American Foundation for Suicide Prevention (AFSP), through its nationwide network of chapters, delivers suicide prevention training and information to schools and communities. For more information on their training and other resources and activities, including school-based training for teachers, school-staff and parents, please contact your local chapter. You can find your local chapter information at afsp.org/chapters.”



**ACTIVITY 2
ACTIVATING PRIOR KNOWLEDGE ABOUT DEPRESSION**

**NOTES
(5 minutes)**

Display Slide 2

Say: Depression is very common, and many of you probably already know something about it.



Instructor’s Note: This should be a brief and fast paced information gathering session, so you may want to ask for a scribe from the class to take notes as you facilitate discussion.

Facilitate a discussion about student’s knowledge about depression:

- *What is depression?*
 - *Possible Answers: an illness or disease, can interfere with everyday life and functioning, doesn't go away on its own, can lead to serious consequences*
- *What causes it?*
 - *Possible Answers: can be in response to an event or situation, but can also develop with no external cause*
- *What are some words that can describe depression...what can it look like?*
 - *Possible Answers: feeling sad, loss of interest in things, tired, feeling hopeless about future, feeling like a failure or disappointment*

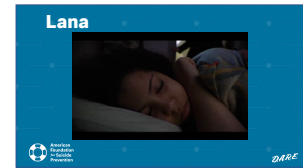
ACTIVITY 2 ACTIVATING PRIOR KNOWLEDGE ABOUT DEPRESSION (continued)

NOTES

Set up video by telling class to look out for any of the signs or symptoms that are on the list, as well as any that have not yet been added.

Play Video Clip 1: "Lana"– 1.5 minutes (Slide 3)

Description: In this clip, Lana is laying on her bed while her mother expresses concern that she is sleeping in the middle of the day, has received reports from Lana's teacher that she is missing school or showing up unprepared. Her mother asks her to talk, but Lana pushes her away. Her mother tells her to snap out of it and stop feeling sorry for herself.



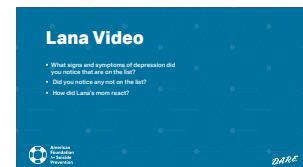
Ask: Who noticed some of the words from the list that describe depression in the video clip? [Wait time while students consider] Which ones? Check off any that were evident in the video. Do we need to add anything to the list? Add any that are missing.

Say: Depression often leads people to act in ways that are unexpected, and this can be confusing for the people who know them. Did anyone notice the mother's reaction in the video? (Allow for a couple of kids to comment briefly). Lana's mom probably reacted out of confusion, not lack of care. It is important for everyone to understand more about how they can recognize signs of depression, and what they can do to support the mental health of themselves and others.

Summarize the discussion by noting that the class identified some of the important signs and symptoms of depression (give a few examples from list).

Display Slide 4

Tell class that there are other signs and symptoms of depression that they may not be as familiar with.



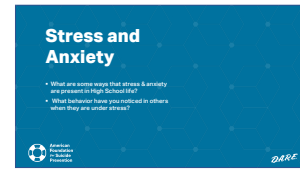


ACTIVITY 3 ANXIETY AND STRESS

NOTES (10 minutes)

Display Slide 5

Say: Let's talk about stress and anxiety.



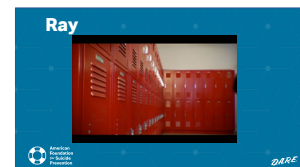
Facilitate discussion – you may want to engage a new scribe/ recorder from the classroom

- *What are some of the ways anxiety and stress are present in High School life?*
 - Possible Answers: tests, grades, relationships with others, family, fitting in, work, balancing everything you have to do, social life
- *What behaviors have you noticed in others when they are under stress? (List)*
 - Possible Answers: irritable, may snap at you, withdraw, feel nervous or tired

Set up video by telling class to look out for signs of stress and anxiety in the clip

Play Video Clip 2: "Ray" – 1.5 minutes (Slide 6)

Description: In this clip, Ray's friends congratulate him on accomplishments like Student Council, starting on the football team, and doing well academically, but Ray sighs and looks worried. He notices a flyer and calls the number posted to ask for help.



Ask: Which of the characteristics we listed did you observe in this clip? [Wait time] What can we check off the list? What can we add to the list?

Ask: What is something positive Ray did to manage how he was feeling? (target response: he called for help).

Emphasize that talking to someone is the right thing to do.



ACTIVITY 3 ANXIETY AND STRESS (continued)

Ask: How many of you are surprised to learn that stress and anxiety can be related to depression?

Say: Some stress is perfectly normal. In fact, many of the signs and symptoms of depression may seem like a part of every teen’s life. Most people are faced with difficult things in life, and most of the time we are resilient and have coping skills to handle the challenges. While resiliency is the rule, some things can impede our normal coping, like depression.

Display Slide 7

Some of the things that can help us understand when to be concerned are when the symptoms impede – or get in the way of – normal functioning. For example, if symptoms:

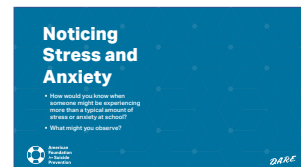
- last more than two weeks without a break
- are a clear change from someone’s usual behavior
- are seen in different situations – like at home, school, with friends – so you know they aren’t just in response to a specific situation

It’s also important to remember that sometimes people with stress and anxiety function well on the surface, but are struggling inside.

Display Slide 8

Facilitate brief discussion

- How would you know when someone might be experiencing more than a typical amount of stress or anxiety at school?
 - Possible Answers: They might report being really stressed out about something upcoming (test, game, etc). They may talk about “feeling sick” or physically not feeling well, they may seem overwhelmed by usual events. They might do and say things that are simply out of character for them.
- What might you observe?
 - Possible Answers: They may start to avoid other people, stop showing up for things or find ways to not show up for events that are causing them anxiety. They might seem on edge, lose their temper more easily, seem angry or withdrawn. They might say they haven’t been sleeping well, or that they can’t concentrate or get through homework.



ACTIVITY 3 ANXIETY AND STRESS (continued)

NOTES

Display Slide 9

Present Let's talk about stress and anxiety.



Facilitate facts about relationship/co-occurrence of anxiety and depression (Call on students to read each statement)

- Depression and anxiety can each exist without the other and can also co-exist.
- Anxiety can be one of the first signs of depression
- Anxiety or stress can lead to other symptoms of depression – trouble sleeping, difficulty concentrating, loss of appetite, and feeling really down
- Anxiety can be challenging to recognize because every day anxiety and worry is so prevalent. If someone seems to be unusually stressed, worrying a lot but the worry doesn't lead to problem solving, or is having trouble making decisions, overthinking situations, those are signs that anxiety may be outside the range of healthy worry.

ACTIVITY 4 ALCOHOL, DRUGS, AND DEPRESSION

NOTES (10 minutes)

Say: Now I want to bring up an aspect of depression that not everyone is familiar with.

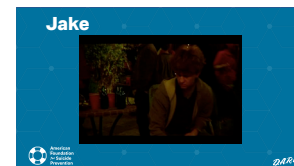
Display Slide 10

Set up video by telling class to look out for any new signs or symptoms they observe, as well as what kinds of support are offered. *You could ask if they have any predictions about how alcohol & other drugs may impact mental health.*



Play Video Clip 3: "Jake"— 1.5 minutes (Slide 11)

Description: In this clip, Jake expresses anger at friends and family, and is shown talking to someone about what is happening to him. He is shown using alcohol to try to feel better.



ACTIVITY 4 ALCOHOL, DRUGS, AND DEPRESSION (continued)

NOTES

Facilitate discussion – you may want to engage a new scribe/ recorder from the classroom

- What did you notice about how depression looks here? [Wait time] Did we have that on the list? What can we add to the list now?
 - Possible Answers: Anger, lashing out, overreacting to small things

Say: Not everyone realizes that anger and irritability can be signs of depression. I want to talk about one more thing from the video that you might have noticed.

Facilitate discussion

- What did you notice about the presence of alcohol? Did it make the situation better or worse?

Display Slide 12

Read facts about alcohol and mental health and have students raise an open hand if the information is new, or a closed hand if it is familiar. If any statement is new to the majority of the class you may want to discuss briefly.

- It may seem to help at first, but it always makes it worse in the long run
- Alcohol is a brain depressant (i.e. prolonged use tends to make people more depressed over time)
- Alcohol and other drugs interfere with the brain’s reward system, and can make it more difficult to feel rewarded by behaviors and situations that typically would feel good.
- Alcohol and other drugs can lessen one’s inhibitions, leading them to engage in behavior they wouldn’t normally
- Alcohol and other drugs can worsen many symptoms of depression, such as irritability, trouble sleeping, concentration
- Getting or fear of getting caught drinking or using drugs can lead to withdrawal from needed support



ACTIVITY 5 ADDRESSING DEPRESSION: TEAM-BASED DISCUSSION

NOTES
(15 minutes)*

**If additional time is available this activity also works well with 10 minutes for group discussion and 10-15 minutes for sharing and discussing ideas as a class.*

Say Now that we've covered some facts about depression, let's see what you know about how it can be addressed effectively.

Ask What are some examples of treatment or support that you noticed in the video clips?

- Possible Answers: Ray called a number he saw posted at school, Jake is talking to someone about how he feels, Lana's mom tried to support her but may not have known what to do

Display Slide 13

Present treatment options not mentioned and emphasize that they are effective. You may want to call on students to read the "healthy habits" options and ask if they have any to add, if time allows.

- Talk therapy or counseling
- Antidepressant Medication
- A combination of these two approaches, and
- Engaging in life with "healthy habits"
 - Physical activity
 - Sleep – getting enough sleep and practicing healthy sleep habits
 - Eating healthfully
 - Activities that that they've found to restore best health – journaling, hobbies, talking to encouragers,
 - Taking social media breaks or limiting use,
 - Avoid high risk or destructive ways of coping

Instructor's Note: Divide class into teams of 3-5 and present the following questions (Powerpoint slide 14 and on handout). Instruct teams to discuss briefly. Allow 5 minutes for team discussion and 5 minutes to share (or more if available)



ACTIVITY 5 ADDRESSING DEPRESSION: TEAM-BASED DISCUSSION (continued)

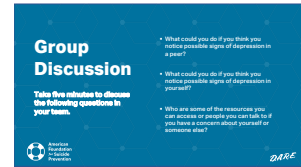
NOTES

Divide class into small groups and distribute handout

Display Slide 14

Say: Take five minutes to discuss the following questions in your team. Choose one person to share your ideas at the end.

- What could you do if you think you notice possible signs of depression in a peer?
- What could you do if you think you notice possible signs of depression in yourself?
- Who are some of the resources you can access or people you can talk to if you have a concern about yourself or someone else?



Call on a member from each group to stand and offer their team thoughts. Allow all teams to share for one question before moving to the next.

***The target concept is that they should always talk to a trusted adult who can help – a parent or other close relative, teacher or other school personnel, or faith leader.**

Summarize key thoughts and praise students for sharing ideas and knowledge about what to do to support asking for help when needed.

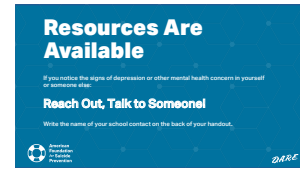


ACTIVITY 6 CLOSING

NOTES (3 minutes)

Display Slide 15

Say: I'm impressed with how much you know about the signs and symptoms of depression, that you recognize that treatment is available and effective, and your ideas for what you can do if you notice that you or someone you know needs help.



Introduce school personnel and have them quickly reinforce that help is available at school and what procedures are in place for accessing it. May want to invite students to connect immediately if they have a concern at the end of the lesson.

- If school personnel are not available, provide their name, location, and procedure
- Have students write name and contact info on handout

Reinforce handout and emphasize that it has information on it that will remind students that help is available and how to access it..

Say: If you've realized today that you or someone you know needs to access help, please ask someone today for the support you need.

Thank students and teacher for their participation and for having you in their class.



More than Sad: Teen Mental Health

dare.org



Page 15

More Than Sad: Teen Mental Health



D.A.R.E.[®]