Lesson 3

Let’s Talk About Depression

Resources

The 10 Oks Poster
Print large and put up in classroom

Mental Health Video
https://www.youtube.com/watch?v=5aF7dgWvQ6Y

Celebrities with Depression
Photocopy one per table

Representations of Depression
Photocopy one large Harry Potter and Winston Churchill

Helpful and Unhelpful Thoughts
Photocopy one sheet and cut up

Guided relaxation

Nets – of available

Two Hoops or Trays

Relaxing music
https://www.youtube.com/watch?v=qFZKK7K52uQ

Learning Objectives

WALT:
• Understand what ‘depression’ means
• Know who can be affected by depression
• How to improve how you feel if you are affected by depression

The 10 Oks:
(2 minutes)

Set the ground rules for the discussion to create a safe and open environment:

This week we are learning about depression. This can be tricky for some people to talk about. During these lessons you are expected to be supportive and respectful of others.

If what we learn about makes you feel worried you should feel free to approach a teacher, mental health lead or any member of staff you feel comfortable talking to if you need help or advice. After every lesson information will be available and poster will be around school to support you.

Negotiate and share these rules so everyone understands and feels safe and free from judgement and heard and display in class.

Key Skills

• Managing information
• Thinking, problem-solving and decision-making
• Being creative
• Working with others
• Self-management
• Language and interacting
Teaching Input

(10 minutes)

We all have feelings. And we will all have difficulties in our lives which will make us feel and think things that are very challenging. "Do you ever have one of those really bad days when everything seems to be against you," when you go downstairs for breakfast and there are no more Coco Pops, there's only Weetabix? How do you feel? Depression is a deep kind of sadness or emptiness that can stay with someone for a long time, and can stop someone enjoying things and have a big impact on their life. It is a mental illness, which is like a physical illness, because people don’t choose to have it. Who can get depressed? Anyone can get depressed at any time and everyone deserves to believe in themselves and feel better. (Show image of celebrities).

Sad or Depressed?

(10 minutes)

Have you ever heard anyone talk about being depressed? For example: “urgh! I hate Mondays, They are so depressing” or “I feel depressed just looking at that mess”. Normally they actually mean they feel a little sad, or even just bored!

But sadness and depression are very different things. Everyone feels sad sometimes, but it comes and goes and is normally caused by something particular, like Mondays or a sad film. Depression lasts longer and doesn’t always relate to what’s going on in someone’s life. It can feel different for everybody and there is no right way to feel it. (Show feelings images)

Some famous people have talked about their struggle with depression. (Show image) Winston Churchill, prime minister during WWII said it was like a black dog following him and to keep it at bay he would write his feelings down or paint. JK Rowling, the author of Harry Potter books created characters called Dementors that represented her experience of depression, she wrote: “Get too near a Dementor and every good feeling, every happy memory will be sucked out of you.” (Show image of Harry Potter and Dementor).

Can you create your own image of depression and what ‘patronus’ or activity, like painting, that could show you managing it?

Rollercoaster Story

(CBT model) (15 minutes)

https://www.youtube.com/watch?v=5af7dgWvQ6Y how does that video make you feel?

Write down children's responses(excited/happy/worried/nervous/unhappy)

So here’s the interesting thing: Some people think that situations make them feel a certain way but if (choose 2 pupils with different responses) were both in queue for the same rollercoaster, how could it be that they feel so differently? What could be making them feel differently?

Draw 2 thought bubbles on the board behind the 2 children.

If it's not the rollercoaster making them feel like this, what is it?

If needed to help the children draw the conclusion that their feelings are related to their different thoughts about the rollercoaster ride.
After the child sees how different thoughts can lead to different emotions, the story can then be used to help the child recognise how this can then lead to different behaviours. “So if _____ is thinking that the roller coaster is going to be fun, how will they behave?”, “So if _____ is thinking that the roller coaster is dangerous, how will they behave?” (They are not going to want to ride on it)

So what this story is telling us is that our thoughts link to our emotions which also affects our behaviour. We can catch our thoughts, we can change our behaviour or how we act.

**Thought Detective**

(10 minutes)

We can do this by being thought detectives. We all have thoughts running through our heads every day. Sometimes those thoughts can be helpful and encouraging and other times they can be unhelpful, like: “I can’t do it”. Many thoughts we can’t control and they can affect our feelings and how we behave, so we need to

Explain the children will be Thought Detectives and decide if they are helpful or unhelpful thoughts, but first they need to catch them! In a space, throw or blow statements in the air. In pairs or small groups, children to catch them. Children then act as “detectives” and sort the thoughts into “unhelpful” and “helpful”. Share examples of thoughts and discuss if children all agree?

How could you act if you had that thought?

What would be more helpful?

We all know talking to someone can help. If your friend is very sad or depressed would ‘cheer up’ help? ‘You’ll get over it’ why?

How about “you should believe in yourself”.

Remember they are just thoughts and they may not be true! Sometimes you can feel upset by a thought and react differently. Give an example – someone ignoring you. You think they don’t like you. Next time ignore them but feel sad! BUT we can catch these thoughts, realise they are unhelpful and act on more helpful thoughts.

**Plenary (5 minutes)**

Recap what we have learnt today about the following:

- What have you learnt about mental health?
- How did you feel talking about mental health and your feelings?
- What did you find difficult?
- What did you find interesting?

**Closure (5 minutes)**

Guided relaxation (in resources)

Put LOOK AFTER YOUR MENTAL HEALTH poster on display

Further Activities & Useful Apps

- [www.childline.co.uk](http://www.childline.co.uk)
  Support and information

- [www.nhs.uk/10-minute-shake-up/shake-ups](http://www.nhs.uk/10-minute-shake-up/shake-ups)
  To help getting more active

- [www.mindmoose.co.uk](http://www.mindmoose.co.uk)
  Interactive journey through mental well-being and tools to thrive through life
3.1 Celebrities with Depression

Owen Wilson  Russell Brand  Robin Williams  Danny Rose  Serena Williams
Katy Perry  JK Rowling  Stephen Fry  Dame Kelly Holmes  Lady Gaga
Demi Lavato  Jim Carrey  Kristen Bell  Winston Churchill
3.2 Representation of Depression: Harry Potter
3.3 Representation of Depression: Winston Churchill
## 3.4 Helpful and Unhelpful Thoughts

<table>
<thead>
<tr>
<th>Unhelpful Thought</th>
<th>Helpful Thought</th>
</tr>
</thead>
<tbody>
<tr>
<td>I will fail the test</td>
<td>I can handle it</td>
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<tr>
<td>What if I can’t do it?</td>
<td>My teacher cares about me</td>
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<tr>
<td>Things are not going to work out</td>
<td>My teacher will help me</td>
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<tr>
<td>What if I can’t do it?</td>
<td>My teacher will help me</td>
</tr>
<tr>
<td>They don’t like me</td>
<td>I can do it</td>
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<tr>
<td>They are laughing at me</td>
<td>I can do calm breaths if I feel worried</td>
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<tr>
<td>I’m stupid.</td>
<td>I can talk to someone if I’m worried</td>
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<tr>
<td>I’m going to get ill and die</td>
<td>I will feel proud when I have done it</td>
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<tr>
<td>I might not win</td>
<td>I don’t want to miss out</td>
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<tr>
<td>I might find it hard</td>
<td>Practice makes improvement</td>
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<tr>
<td>I won’t be able to do it</td>
<td>I can get a drink of water</td>
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<tr>
<td>I won’t know the answer</td>
<td>If I feel sick I can ask to go to the toilet</td>
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<tr>
<td>That dog is going to bite me</td>
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<td>They were laughing and I happened to walk past</td>
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<tr>
<td>They probably just forgot</td>
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<tr>
<td>I have other good friends</td>
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<td>I must look stupid</td>
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<tr>
<td>Well, I tried my hardest</td>
<td></td>
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<tr>
<td>I am going to practice more next time</td>
<td></td>
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<tr>
<td>No one will help me</td>
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</tbody>
</table>
(Play relaxing music)

Everyone now close their eyes? Keep your eyes closed throughout the exercise and try to stay focused on my voice. Take a quiet breath and relax. (Pause) Take another quiet breath and relax. (Pause) Take one more deep breath and relax. (Pause)

Now we’re going to begin become physically and mental relaxed. To do so I will talk you through tensing the muscles of your body by stretching them and then gently releasing them.

Stretch your forehead and relax stretch your eyes, your face, your tongue and jaw making sure you have stretched your whole head and face, even the tip of your nose. Now gently release. Take a deep breath and relax. Continue to stretch, tensing the muscles of your body as you move on your journey towards becoming physically and mentally relaxed.

Stretch your neck and relax stretch your shoulders and arms all the way down to your fingertips and gently release.

Take another deep breath and again relax.

Finally, stretch your hips and thighs, your legs, your knees and calves.

Stretch your feet all the way down to your toes. Now gently release. Take a deep breath and relax.

You will feel a warm sensation travel throughout your body leaving you feeling relaxed as you are in a warm bath.

To reach a more pleasant and soothing feeling of relaxation you will shortly imagine pouring blue white light in through an opening on the top of your head down into your feet filling you with a warm glow.

Now imagine the opening at the top of your head. Pretend you have a large jug filled with blue white light. Begin to pour and as you do so, feel the warm glow flow into your toes, your feet and your ankle’s. It is starting to fill into your calves and knees.
Up into your thighs and hips and on into your waist and stomach. You are experiencing deeper and deeper relaxation as you allow this warm glow to continue to fill slowly upwards into your chest. Let it overflow through your shoulders, down into your arms and right to the end of your fingertips. This warm glow continues to fill your body until it reaches the very top of your head.

Take a deep breath and relax. Enjoy the pleasant and soothing sensations of being relaxed.

Now to help you become mentally relaxed learn to quieten your mind and concentrate on pleasant and positive thoughts.

In a moment you will think of an occasion when you felt particularly happy and pleased with yourself, perhaps a holiday or something you have enjoyed recently or something at which you were successful.

Now mentally take yourself off to the memory of your choice. Where are you? What do you see around you? What sounds can you hear there? What smells and tastes come to mind? How do you feel? Use your imagination.

Continue to focus and enjoy this precious time on your own with your own personal memory. I will soon speak again, relax.

Take a deep breath and relax.

Whenever you think of such a scene you will become more relaxed. You are now physically and mentally relaxed.

Take a deep breath and relax.

In a moment I will count from 1 to 7. When I reach 7 you will open your eyes and be wide-awake feeling fantastic.

I will now count 1 2 3 4 (slowly turn down the music between 1 & 4).

5   Begin to adjust your body.

6   Prepare to open your eyes.

7   Open your eyes now wide awake feeling absolutely fantastic.
3. Let’s Learn About Depression

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Key Skills</th>
<th>Resources</th>
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<tbody>
<tr>
<td>We are learning:</td>
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<tr>
<td>• Understand what ‘depression’ means</td>
<td>• Managing information</td>
<td>The 10 Oks template</td>
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<td>• Know who can be affected by depression</td>
<td>• Thinking, problem-solving and decision-making</td>
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<td>• How to improve how you feel if you are affected by depression</td>
<td>• Being creative</td>
<td>Jo and Moe poster story</td>
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<td>• Working with others</td>
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<td>Jo and Moe thought bubble and speech bubble</td>
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<td>sheet</td>
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<td>Unhelpful and helpful thoughts</td>
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PSHE Core Themes and Objectives

Health and wellbeing
- what positively and negatively affects their physical, mental and emotional health
- about good and not so good feelings, a vocabulary to describe their feelings to others and to develop simple strategies for managing feelings

Relationships
- to communicate their feelings to others, to recognise how others show feelings and how to respond
- to listen and respond respectfully to all people, feel confident to raise their own concerns

Living in the wider world
- to discuss and debate topical issues, problems and events concerning health and wellbeing
- ways in which we are the same as all other people; what we have in common with everyone else
### Teaching Input

We all have feelings. And we will all have difficulties in our lives which will make us feel and think things that are very challenging. "Do you ever have one of those really bad days when everything seems to be against you," when you go downstairs for breakfast and there are no more Coco Pops, there's only Weetabix? How do you feel? Depression is a deep kind of sadness or emptiness that can stay with someone for a long time, and can stop them enjoying things and have a big impact on their life. It is a mental illness, which is like a physical illness, because people don’t choose to have it. Who can get depressed? Anyone can get depressed at any time and everyone deserves to believe in themselves and feel better. (show image of celebrities).

### The 10 Oks

Remind of rules from Lesson 1 and display them in classroom

### Learning Activities

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<tr>
<th>Activity</th>
<th>Duration</th>
<th>Description</th>
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<tr>
<td>Sad or depressed?</td>
<td>10 minutes</td>
<td>Have you ever heard anyone talk about being depressed? For example: urgh! I hate Mondays, They are so depressing” or “I feel depressed just looking at that mess”. Normally they actually mean they feel a little sad, or even just bored! But sadness and depression are very different things. Everyone feels sad sometimes, but it comes and goes and is normally caused by something particular, like Mondays or a sad film. Depression lasts longer and doesn’t always relate to what’s going on in someone’s life. It can feel different for everybody and there is no right way to feel it. (show feelings images) Some famous people have talked about their struggle with depression. (show image) Winston Churchill, prime minister during WWII said it was like a black dog following him and to keep it at bay he would write his feelings down or paint. JK Rowling, the author of Harry Potter books created characters called dementors that represented her experience of depression, she wrote: &quot;Get too near a dementor and every good feeling, every happy memory will be sucked out of you.&quot; (Show image of Harry Potter and Dementor). Can you create your own image of depression and what ‘patronus’ or activity, like painting, that could show you managing it?</td>
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<td>Rollercoaster story (CBT model)</td>
<td>15 minutes</td>
<td><a href="https://www.youtube.com/watch?v=5aF7dgWvQ6Y">https://www.youtube.com/watch?v=5aF7dgWvQ6Y</a> How does that video make you feel? Show poster of Moe and Joe at the Rollercoaster and read the story. &quot;Let's look at Moe. How do you think Moe is feeling?&quot; (excited, happy) The emphasis in this question should be on how Moe feels rather than what he is thinking or doing. &quot;And if you look at Joe, how do you think Joe is feeling?&quot; (worried/nervous/unhappy)</td>
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So here's the interesting thing: Some people think that situations make them feel a certain way—like the rollercoaster making Moe excited and making Joe scared. But if they're both in line for the same rollercoaster, how could it be that they feel so differently? What could be making them feel differently?

Give sheet with Joe and Moe and thought bubbles. Moe is probably thinking about how fun the rollercoaster will be, and Joe is probably thinking that something pretty bad will happen. So I wonder . . . is it possible that the rollercoaster is not making the boys feel this way? Is it possible that something else might be doing it? If needed to help the children draw the conclusion that the boys' feelings are related to their different thoughts about the rollercoaster ride.

After the child sees how different thoughts can lead to different emotions, the story can then be used to help the child recognise how this can then lead to different behaviours. “So if Moe is thinking that the roller coaster is going to be fun, how will he behave?” “So if Joe is thinking that the roller coaster is dangerous, how will he behave?” (He’s not going to want to ride on it)

So what could Moe whisper in Joe’s ear to help Joe feel a little bit better about riding the roller coaster? (to help him cope, not avoid the rollercoaster) Eg. "I'll sit next to you so you feel better," "I know you can handle it!" or "Think of how proud you'll feel afterward!" Children to write on sheet in speech bubble.

So what this story is telling us is that our thoughts link to our emotions which also affects our behaviour. We can catch our thoughts, we can change our behaviour or how we act, which helps us to feel better.
**Thought Detective**

10 minutes

We can do this by being thought detectives. We all have thoughts running through our heads every day. Sometimes those thoughts can be helpful and encouraging and other times they can be unhelpful, like: “I can’t do it”. Many thoughts we can’t control and they can affect our feelings and how we behave, so we need to remember they are just thoughts and they may not be true! Sometimes you can feel upset by a thought and react differently. Give example – someone ignoring you. You think they don’t like you. Next time ignore them but feel sad! BUT we can catch these thoughts, realise they are unhelpful and act on more helpful thoughts. Explain the children will be Thought Detectives and decide if they are helpful or unhelpful thoughts, but first they need to catch them! In a space throw or blow statements in the air. In pairs or small groups, children to catch. Children then act as “detectives” and sort the thoughts into “unhelpful” and “helpful”. Share examples of thoughts and discuss if children all agree? How could you act if you had that thought? What would be more helpful? We all know talking to someone can help. If your friend is very sad or depressed would ‘cheer up’ help? ‘you’ll get over it’ why? How about “you should believe in yourself”.

<table>
<thead>
<tr>
<th>Plenary  5 minutes</th>
<th>Closure 5 minutes</th>
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<tbody>
<tr>
<td>Discuss what you have learnt about Depression? What did you find difficult? What did you find interesting?</td>
<td>Guided relaxation – see resources</td>
</tr>
</tbody>
</table>

**Extension Activities / Home learning**

- [www.childline.co.uk](http://www.childline.co.uk) 24/7 anonymous support and information
- [https://www.nhs.uk/10-minute-shake-up/shake-ups](https://www.nhs.uk/10-minute-shake-up/shake-ups) To help getting more active
- [https://www.mindmoose.co.uk](https://www.mindmoose.co.uk) Interactive journey through mental well being and tools to thrive in life
- Mental Health poster in class or around school