Think, Be, Do

Student Workbook

Developed by:

James Sinclair

A curriculum designed for degree of PhD in the Department of Special Education and Clinical Sciences, at the University of Oregon, College of Education

Your Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

An Adaptation of The Adolescent Coping with Depression Course

Clarke, G. Lewinsohn, P., Hops, H., Grossen, B. (1990). *Adolescent Coping with Depression Course.* Kaiser Permanente: Portland, OR.

Table of Contents

|  |  |
| --- | --- |
|  | Page # |
| Introduction | 4 |
| Introduction to curriculum | 4 |
| Administration details | 4 |
| Battery of measures |  |
| Session 1: What is mental health? | 6 |
| Review of course expectations | 6 |
| What is mental health? | 8 |
| Introduction to mood monitoring and activity chart | 8 |
| Strategy to use | 13 |
| Session 2: Actions, Thoughts, and Feelings | 15 |
| Actions, Thoughts, and Feelings | 15 |
| Mood spirals | 16 |
| Person-environment interaction | 17 |
| Strategy to use | 18 |
| Session 3: Locus of control | 19 |
| What is locus of control? | 19 |
| What is resilience? | 19 |
| Strategy to use | 21 |
| Session 4: Pleasant activities – Part 1 | 22 |
| What are activity domains? | 22 |
| Setting activity goals | 24 |
| Session 5: Pleasant activities – Part 2 | 25 |
| Goal setting and action plans | 25 |
| Strategy to use | 28 |
| Session 6: Negative and wise thoughts | 30 |
| Strategy to use | 30 |
| Session 7: Depression | 31 |
| Depression and school | 31 |
| Check-in on goals | 32 |
| Strategy to use | 34 |
| Session 8: Anxiety | 35 |
| Anxiety and school | 35 |
| Check-in on goals | 37 |
| Strategy to use | 39 |
| Session 9: Coping strategies | 40 |
| Relaxation | 40 |
| Journaling | 41 |
| Check-in on goals | 43 |
| Strategy to use | 44 |
| Session 10: Problem-solving | 45 |
| Problem solving and problem solving strategies | 45 |
| Check-in on goals | 48 |
| Thank You | 50 |
| MAC CHART | 51-55 |

**Introduction**

The Think, Be, Do (TBD) curriculum is a mental health curriculum developed to be implemented by teachers for students with disabilities. Students with disabilities experience mental health problems at higher rates than their typically developing peers. The most prevalent mental health problems that students experience in high school are depression and anxiety. Teacher’s are in a critical position to help students in need and often are first to identify when a student’s typical behavior has changed. In addition, due to the lack of mental health resources on many school campuses, teachers often are left with becoming counselors for students during crises and times of need.

This curriculum is designed to help teachers and students address common mental health problems. Using a Cognitive-Behavioral Theoretical (CBT) framework, and an ecological approach to understanding mental health, the TBD curriculum provides a structured opportunity to discuss what mental health is and how it can impact students’ lives. The curriculum is designed to teach students what mental health is and how they can become agents to make positive changes in their lives.

Within each session you will find:

1. An introduction and purpose to the lesson.
2. Teaching strategies and materials necessary for the lesson.
3. Teaching instructions and scripts.
4. Review of the lesson and plan for the next lesson.
5. Strategy to use.

The following are a few suggestions for classroom implementation.

1. **Please follow the sessions as outlined in the curriculum:** The following curriculum has been designed to take place in a 50-60 minute classroom time period. While, the art of teaching is left to the discretion of each teacher, it is essential that all of the content in each class be covered. This type of curriculum has been found to be effective in previous research and deviations from the curriculum could hinder its success.
2. **Create supportive classroom environments:** This curriculum may include some review for some students and may include new information to others. Nonetheless, the topics covered in this curriculum could be viewed as sensitive in nature. For students to fully invest in learning and making change, a supportive classroom environment (i.e., free of stigma and judgment, as well as confidential) is needed. Teachers can utilize time within the first session to set what the expectations for a supportive classroom environment are. It is important for students to feel that they can trust you as a teacher but also the other students in the class.
3. **Utilize the curriculum:** The curriculum assumes that teachers are not mental health counselors. It will provide you with definitions, examples, and answers that will be covered in each session. Teachers can review the curriculum sessions ahead of time to orient themselves with what will be covered (e.g., definitions, and activities). In addition the italicized type is a sample script for you to use to keep the sessions on track and explain to the students what is going on.
4. **Check-in with your students:** Mood monitoring, activity tracking, and goal setting are an integral piece of the TBD curriculum. The curriculum designates time within each lesson to check with your students to have them mark their overall mood, activity, and goal accomplishments.
5. **Student workbook:** There is a student workbook for each student (to be distributed at the beginning of each class and collected at the end of each class). The student workbook will include the essential components for each lesson as well as handouts necessary to complete each session. The student workbook will also include a mood monitoring form and activity sheet to be filled out each day during the curriculum implementation.
6. **Avoid depressive talk:** When talking about mental health it is easy to focus on the negatives, if you hear students “spiraling down” (mood spirals will be discussed in session 2) at any time during the curriculum attend and acknowledge their feelings but make sure that during this time students don’t use this opportunity as a sounding board for their depression. Try to have students focus on reframing the negatives into positives.

Session 1 – What is Mental Health?

Agenda for the session

What are the expectations for the class?

What is mental health?

Mood monitoring and activity chart.

Strategy to use.

What are the expectations for the class?

1. **Take ownership of your learning:** *One thing that is extremely important to remember in all of your education, and especially when talking about mental health, is that you are the one in control. We will be talking about things that impact your life and only you know your life. You might share with me as the teacher or your friends, but it is you that has the ability to make a positive change, and to tell you a secret, it is a lot easier than you might think! So, take what you can from these sessions and make this about you!*
2. **Be honest:** *Through out the sessions we will be talking about things that are general and some things that are personal. It is important to be honest with yourself and others. THIS DOES NOT MEAN YOU HAVE TO SHARE PERSONAL THINGS YOU DON’T WANT TO! But if you and the class are going to learn from each other and me we need to be honest.*
3. **Create a positive and supportive classroom environment:** *For most of us to be able to share things that important and meaningful we need to make sure this classroom environment is supportive of one another!*

What is a supportive classroom environment?

A supportive classroom environment is:

1. One that treats everyone with respect and dignity.
2. A judgment and hate free zone.
3. Confidential – meaning what is said in class does not leave class and shared with others.

What are some other rules to creating a supportive classroom environment?

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3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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What is mental health?

Take some time to think about “What is mental health?” and write down your own definition or come up with 2 to 4 characteristics that describe what mental health is.

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Mood Monitoring and Activity Chart

Write down a time that you felt really bad:

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Write down a time that you felt really good: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Use these as your mood anchors where a score of 1 resembles feeling really bad and a score of 7 resembles feeling really good!

Take a look at the MAC chart on the next page!

|  |  |
| --- | --- |
| MAC - Mood Rating Scale | |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 1.png | 1. A score of one resembles feeling very depressed and/anxious. |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 2.png | 2. A score of two resembles feeling down/anxious/a feeling of being overwhelmed. |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 3.png | 3. A score of three resembles feeling a bit worse than just okay. |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 4.png | 4. A score of four resembles feeling fair/just okay/“flat”. |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 5.png | 5. A score of five resembles feeling “okay”/”pretty good” and better than feeling just okay. |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 6.png | 6. A score of six resembles feeling happy but that you could be happier. |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 7.png | 7. A score of seven resembles feeling very happy and positive. |

|  |  |
| --- | --- |
| MAC - Activity Rating Scale | |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 1.png | 1. I don’t want to participate in any activities or be with friends. |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 2.png | 2. Activities that used to interest me don’t really anymore. |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 3.png | 3. My energy is low and being with friends and family doesn’t sound good to me. |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 4.png | 4. A score of four resembles feeling fair/just okay/“flat”. |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 5.png | 5. Friends and family interest me. |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 6.png | 6. I enjoy being with friends and family. |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 7.png | 7. I want to be with friends and family. |

Week 1

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| M | A | M | A | M | A | M | A | M | A | M | A | M | A |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Sunday | | Monday | | Tuesday | | Wednesday | | Thursday | | Friday | | Saturday | |

M = Mood Rating

1. A one resembles feeling very depressed and/anxious.

2. A two resembles feeling down/anxious/a feeling of being overwhelmed.

3. A three resembles feeling a bit worse than just okay.

4. A four resembles feeling fair/just okay/“flat”.

5. A five resembles feeling “okay/pretty good” and better than feeling just okay.

6. A six resembles feeling happy but that you could be happier.

7. A seven resembles feeling very happy and positive.

A = Activity Rating

1. I don’t want to participate in any activities or be with friends.

2. Activities that used to interest me don’t really anymore.

3. My energy is low and being with friends and family doesn’t sound good to me.

4. A score of four resembles feeling fair/just okay/“flat”.

5. Friends and family interest me.

6. I enjoy being with friends and family.

7. I want to be with friends and family.

THE FULL MAC CHART IS IN THE BACK OF YOUR STUDENT WORKBOOK!

Write down your own list of pleasant activities:

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Strategy to Use

For each day that you monitor your mood and give your moods and activities scores, write down here why you chose a certain mood or activity level. What was happening that made your scores low or high? Did you do anything to change your mood? If you did what did you do? Did you participate in some of the pleasant activities you wrote down?

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Session 2 – Actions, Thoughts, & Feelings

First, fill out the mood monitoring and activity chart!

Feelings

Thoughts

Actions

Think about a time you were feeling sad, write down things, people and events that helped you feel better.

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Write down all of the positive things that helped you through some hard times.

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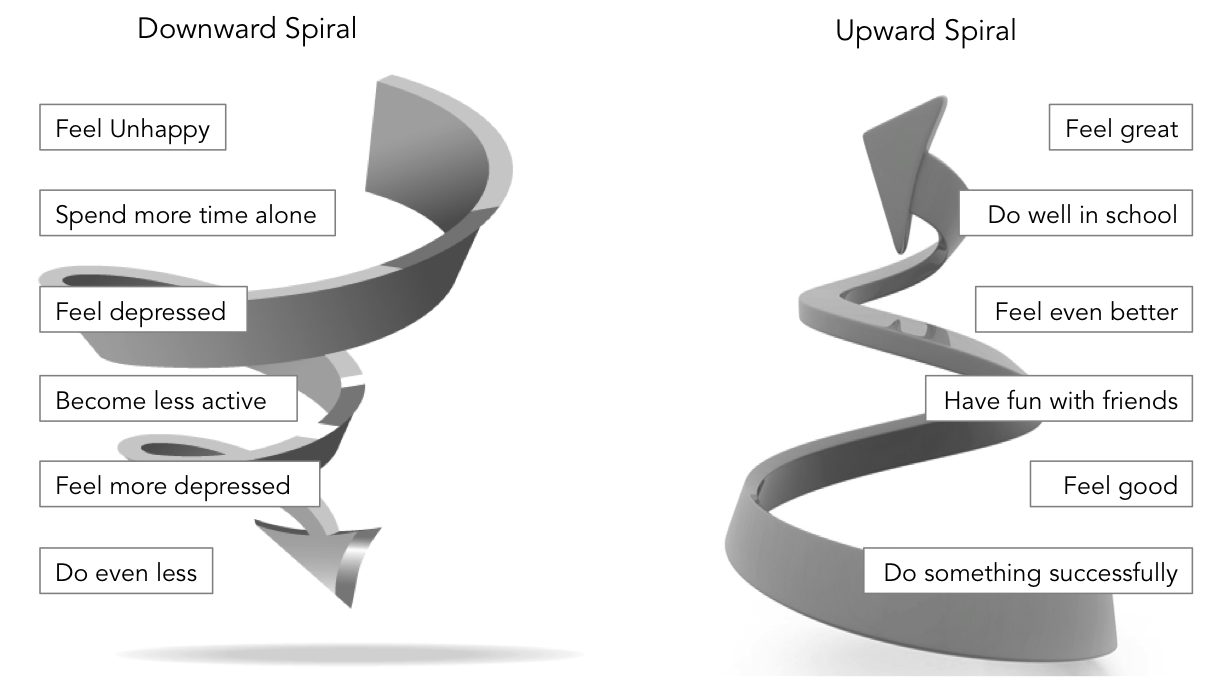
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MOOD SPIRALS



Strategies to Combat Downward Spirals

* Take five big deep breaths and evaluate your feelings.
* Talk to a caregiver or someone at school about your feelings.
* Call a friend to hang out.
* Go for a walk outside and take yourself away from the upsetting situation.
* Advocate for yourself.
* Say three good things about yourself.

Do you have other strategies? Write them down here:

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SCENARIOS

Melissa has trouble understanding multiple directions at a time. Her teacher goes over how to complete the in-class assignment but talks fast, which confused Melissa. Melissa began to withdraw from class and just look down at her desk because she started to think she would be able to complete the in class assignment. What should she do?

Jackson’s family has had a hard time being able to keep enough food in the house for every meal. Today Jackson was unable to eat breakfast and was hungry when he got to school. His hunger only got worse throughout the day and he couldn’t concentrate in class. He started to withdraw from his friends because he did not want them to know he wasn’t able to have breakfast. He began to think about skipping school, because he didn’t think he “couldn’t learn anything anyway.” Those thoughts started to transform into thoughts of inadequacy. What should he do?

Reggie and his girlfriend just broke up and he is really sad. He feels that he has lost the love of his life. He began to think that all of his self-worth was connected to his girlfriend and didn’t think he could do anything. He didn’t think he could do school work, he didn't think he could be with friends, and every time he thought of her he would have to stop himself from beginning to cry. What should he do?

Person-environment interaction

Dani was walking down the hallway and accidentally was shoved to the side, the individual told Dani ‘sorry’ and kept walking. Dani took the shove very personally and started to think that the shove was done on purpose and that people didn’t like her. Dani became sad and kept quiet for the rest of the day. Her friends didn’t know what to do so they talked with her less. She also didn’t participate in class, missing valuable in-class points and became more upset about it. When the teacher asked if anything was wrong, Dani said no.

What are some strategies that Dani can use?

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Strategy to Use

Pay attention to your favorite characters in your favorite TV shows. Observe how your favorite TV characters mood changes the scene he or she is in. Can you see how their moods change their actions, or how their actions can impact their mood?

Write down an example in your student workbook of how your favorite characters mood has changed their actions and how their actions impacted their moods!

Example of how the character’ mood changes their actions and the scene they are in:

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Example of how the characters actions changes their mood and the scene they are in:

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Session 3 – Locus of Control

First, fill out the mood monitoring and activity chart!

Write down a list of people who you feel that have control over your life.

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People who have higher external locus of control perceive their actions as having little or no influence on the outcomes they experience…meaning the experienced outcomes are typically due to someone or something outside of the individuals control.

People who have higher internal locus of control perceive that their actions influence the outcomes they experience.

What is resilience?

Resilience is the ability to prevent, deal with, and overcome hardships and adversity in our lives.

Resilience Activity:

Title of School Project: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

RESLIENCE STRATEGIES

* I told myself that my effort on this project will pay off.
* I tell myself that I am smart and have the capability to complete this project.
* I work on the project one question at a time, knowing that I can do a little a time helps me complete the project.
* I work for twenty minutes at a time then give myself a break from it.
* I plan my week to complete the project day by day.

Write down your own resilience strategies:

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People who have helped you:

* Caregiver (Parent, grandparent) \_\_\_\_\_
* Sibling \_\_\_\_\_
* Friend \_\_\_\_\_
* Teacher \_\_\_\_\_
* Coach \_\_\_\_\_
* Tutor \_\_\_\_\_

How else has helped you?

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What strategy would you use when you face a difficult situation in the future?

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Strategy to Use

Find a quote from a book, poem, or online by your favorite author or person.

Find a quote that is inspirational and something that will give you a reminder that you can achieve anything you put your mind to. Find a quote that can be your own personal motto from now on.

Write the quote down here!

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A simple quote can give you an extra boost when you are feeling down or feel like you are not in control of a situation. Say this quote to yourself throughout the day. Write it down in your notebooks or as a note on your phone so you are reminded of it. Hold onto this quote as something special to you!

Session 4 – Pleasant Activities – Part 1

First, fill out the mood monitoring and activity chart!

What are activity domains?

SOCIAL Activities are time spent with other people (friends and family) that are positive, pleasurable, and fun.

SUCCESS Activities are experiences that make us feel skillful or competent (the way we feel when we have done a good job on a project at home or a homework assignment).

What are some social activities that you enjoy?

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What are some success activities that you enjoy?

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Once you have your own SOCIAL and SUCCESS activities write a number next to them that corresponds with the amount of internal or external locus of control you have for each activity.

A score of 1 means total external locus of control.

A score of 10 means total internal locus of control.

Write down the top three activities (either social or success) with the highest scores in the three spaces provided:

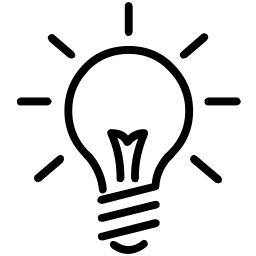
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Setting activity goals.

**SMART** stands for

Specific –State what you want to accomplish (include who, what, where, why)

Measurable – State how you will observe your goal being met. Make sure you can measure your progress.

Achievable – What are the actions you need to take? Do you have control of your ability to do these actions?

Relevant – Make sure your goal connects with your broader long-term goals.

Timely – Can your goal be accomplished within the timeline you want?

Practice writing down a SMART SUCCESS goal below:

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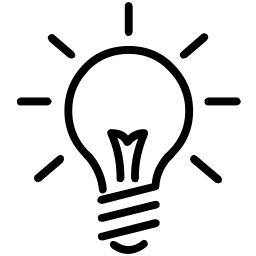
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Session 5 – Pleasant Activities – Part 2

First, fill out the mood monitoring and activity chart!

**SMART** stands for:

Specific –State what you want to accomplish (include who, what where, why

Measurable – State how you will observe your goal being met, make sure you can measure you progress?

Achievable – What are the actions you need to take? Do you have control of your ability to do these actions?

Relevant – Make sure your goal connects with your broader long-term goals.

Timely – Can your goal be accomplished within the timeline you want?

PART ONE

Write down your top two SOCIAL and SUCCESS activities here:

SOCIAL ACTIVITIES

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SUCCESS ACTIVITIES

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Now write four SMART Goals around your four activities:

SMART GOAL ONE

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When will this be completed by? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SMART GOAL TWO

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When will this be completed by? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SMART GOAL THREE

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When will this be completed by? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SMART GOAL FOUR

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When will this be completed by? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

PART TWO

Little Action Examples

* Have a fun conversation with a friend in the hallway
* Saying something positive to yourself like “I am going to conquer today”
* Stopping by a teacher’s class to say hello
* Going outside and taking three big deep breaths on your own
* Listening to your favorite song at lunch

Do you have your own Little Action Examples? If you do, write the down here:

Little Actions for School:

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Little Actions for Home:

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Little Actions for Work:

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Strategy to Use

Try practicing your little actions for home and work. Write down which action you used and how you felt it changed the way you were feeling and the situation you were in.

What little actions did you use?

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How do you think the little actions changed how you were feeling and the situation you were in?

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Session 6 – Negative and Wise Thoughts

First, fill out the mood monitoring and activity chart!

Strategy to Use

Over the next couple of days start monitoring any negative thoughts that come through your head. Write down in your workbook any negative thoughts that come up multiple times during the day.

Write down two or three negative thoughts that are occur more than once and try writing down a wise thought in its place. Then practice changing the thought from negative to wise when the negative thought enters your mind.

Negative Thoughts:

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Wise Thoughts:

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Session 7 – Depression

First, fill out the mood monitoring and activity chart!

Depression and school.

How can depression impact your schooling?

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What is the best way to talk to your teacher or counselor about how your depression is impacting your schooling?

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What do you think your or counselor would say to a student after you came to them with a problem like depression?

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Check-in on goals.

Did you take action to achieving your goals? Did you accomplish a goal that you set for yourself?

Look at the goals you wrote for yourself, write them down again or change the goal so you will be able to achieve them.

WRITE DOWN SMART GOAL ONE:

Did you take any steps to achieve this goal? Yes \_\_\_\_\_ No \_\_\_\_\_

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WRITE DOWN SMART GOAL TWO

Did you take any steps to achieve this goal? Yes \_\_\_\_\_ No \_\_\_\_\_

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WRITE DOWN SMART GOAL THREE

Did you take any steps to achieve this goal? Yes \_\_\_\_\_ No \_\_\_\_\_

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When will this be completed by? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WRITE DOWN SMART GOAL FOUR

Did you take any steps to achieve this goal? Yes \_\_\_\_\_ No \_\_\_\_\_

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Strategy to Use

Over the next few days or over the weekend, share some time with a friend. Challenge yourself to have a long conversation with them without your phones or being distracted by a movie or TV show. Spend a couple hours walking around outside and talking about whatever you want. You can do this with one friend or a group of friends. But the rule is to not be distracted by electronics and to have real time together.

Together as a group or with your friend plan other times where you have similar interactions, without being distracted.

Session 8 – Anxiety

First, fill out the mood monitoring and activity chart!

Anxiety and school.

List times and places of when and where you begin to feel anxious:

Here are some suggestions:

* Coming to school
* Taking a test
* Hanging out with friends
* Hanging with your girlfriend or boyfriend
* Giving a presentation
* Doing homework in class
* Doing homework at home
* Going to a certain class
* Changing classrooms

When do you begin to feel anxious?

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Where do you begin to feel anxious?

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CHARGE!

|  |  |
| --- | --- |
| C | Stands for Control and reminding yourself you are in Control |
| H | Stands for being Healthy in your thoughts (e.g., being positive) and actions (e.g., exercising and eating right) |
| A | Stands for seeking Advice and getting help when you begin to feel either depressed or anxious |
| R | Stands for using Rational and WISE thinking |
| G | Stands for setting Goals to overcome barriers |
| E | Stands for Energizing yourself to take action |

HOW WOULD I?

How would you approach one of the situations above when you are nervous? Use the CHARGE acronym!

Write down the situation here: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

How would you?

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| --- | --- |
| C |  |
| H |  |
| A |  |
| R |  |
| G |  |
| E |  |

Check-in on goals.

Did you take action to achieving your goals? Did you accomplish a goal that you set for yourself?

Look at the goals you wrote for yourself, write them down again or change the goal so you will be able to achieve them.

WRITE DOWN SMART GOAL ONE:

Did you take any steps to achieve this goal? Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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When will this be completed by? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WRITE DOWN SMART GOAL TWO

Did you take any steps to achieve this goal? Yes \_\_\_\_\_ No \_\_\_\_\_

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When will this be completed by? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WRITE DOWN SMART GOAL THREE

Did you take any steps to achieve this goal? Yes \_\_\_\_\_ No \_\_\_\_\_

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When will this be completed by? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WRITE DOWN SMART GOAL FOUR

Did you take any steps to achieve this goal? Yes \_\_\_\_\_ No \_\_\_\_\_

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When will this be completed by? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Strategy to Use

Focus on two parts of CHARGE strategy. Come up with one thing that you can do/change between now and the next session to be Healthy in your thoughts and actions. Then create a plan to Energize yourself to make those changes so you will act on them!

Write down what you will do/change to have Healthy thoughts and Actions

|  |  |
| --- | --- |
| H |  |

Write down how you are going to Energize yourself to make sure you make those changes!

|  |  |
| --- | --- |
| E |  |

Session 9 – Coping Strategies

First, fill out the mood monitoring and activity chart!

Relaxation

In-class activity:

1. First tense their fists.
2. Then tense your arms and hands. Don’t tense anything else and just focus on your arms and hands. Hold this for 5 to 7 seconds.
3. Now relax your arms and hands. Imagine all the energy going out of your arms through your fingertips. Your arms are as relaxed as spaghetti noodles. You couldn’t life a finger.
4. Now, tense your face and head. Lift your eyebrows, squint your eyes, clench your teeth. Make every muscle in your head as tight as you possibly can. Hold this for 5 to 7 seconds.
5. Now relax your face and head. Let your jaw relax, your eyelids close, and your eyebrows relax. Now all of the energy is leaving your face.
6. Now tense your shoulders and back, chest, and stomach. Take a deep breath and hold it. Make your shoulders and back as tight as you can. Pull your stomach muscles up tight. Don’t tighten your arms just your chest and main body. Hold it. Keep it tight, tight, tight. Hold this for 5 to 7 seconds.
7. Now relax. Breathe out, and let yourself breath normally. Relax all of those muscles. Notice your deep, rhythmic breathing and the pleasant sensations it produces.
8. Now tense your legs. Tense your thighs. Lift your legs slightly off the ground. Press your knees together. Tighten your calves. Press your toes against the floor. Tighten your feet. Turn them up and point them toward your head. Hold for 3 to 5 seconds.
9. Now relax. Close their eyes. Let all of the tension in your body go out through the tips of your toes. Every last drop of energy is gone from your body. You are totally relaxed. Imagine yourself on a warm beach with the sun shining on your totally relaxed body. You don’t have a care in the world.
10. Wait in this position for 2 to 3 minutes and don’t forget to breathe occasionally.
11. Slowly start wiggling your fingers and toes and to slowly start moving your arms and legs.

Journaling

Like the relaxation technique where we were able to relax by releasing tension in our body, Journaling can be a technique that allows us to release thoughts that are flowing in our head blocking our ability to think clearly.

The important thing to remember about journaling is that it doesn’t have to be a literary work that is going to win awards, these are your thoughts and your internal processes.

What is important is that as you write you become aware of how you write about certain events and see how things have changed the way we feel, for example if something makes us more anxious or depressed.

What is something that made you feel good in the past 24-hours?

Don't forget the 5 W’s, Who What, Where, When, & Why to help you with your writing about certain events. Use the following page to write.

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Check-in on goals.

Look at the goals you wrote for yourself, write them down again or change the goal so you will be able to achieve them.

WRITE DOWN SMART GOAL ONE:

Did you take any steps to achieve this goal? Yes \_\_\_\_\_ No \_\_\_\_\_

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WRITE DOWN SMART GOAL TWO

Did you take any steps to achieve this goal? Yes \_\_\_\_\_ No \_\_\_\_\_

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WRITE DOWN SMART GOAL THREE

Did you take any steps to achieve this goal? Yes \_\_\_\_\_ No \_\_\_\_\_

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When will this be completed by? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WRITE DOWN SMART GOAL FOUR

Did you take any steps to achieve this goal? Yes \_\_\_\_\_ No \_\_\_\_\_

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When will this be completed by? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Strategy to Use

Practice either the relaxation technique or journaling.

Session 10 – Problem Solving

First, fill out the mood monitoring and activity chart!

Problem Solving Strategies

|  |  |
| --- | --- |
| THINK, BE, DO Problem Solving Strategy | |
| THINKMacintosh HD:Users:JamesSinclair:Desktop:head-thoughts-ideas-cogs-thinking-illustration1.jpg | Think, stands for stopping and thinking about the problem at hand.   * What started the problem? * How am I impacted by the problem? * Who else is impacted by the problem? * What can be done about the problem? |
| BE  Macintosh HD:Users:JamesSinclair:Desktop:Unknown.png | Be, stands for being aware of all the options to solve the problem at hand.   * What are the different ways this problem can be solved? * Who do I need to work with to solve this problem? * When is the best time to address the problem? |
| DO  Macintosh HD:Users:JamesSinclair:Desktop:Unknown-1.png | Do, stands for choosing the best option to solve the problem and doing it.   * Plan the best way for you to approach the problem. * Work with those impacted by the problem to solve it. * Carry out the choice on how to solve the problem. * Evaluate the outcome to make sure the problem has been solved. |

PROBLEM BRAINSTORM

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Choose one and write a problem statement.

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Think about the problem.

Be aware of options. Write down different options to handle the problem:

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Choose the best option and write what the plan of action will be.

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Check-in on goals.

Look at the goals you wrote for yourself, write them down again or change the goal so you will be able to achieve them.

WRITE DOWN SMART GOAL ONE:

Did you take any steps to achieve this goal? Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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When will this be completed by? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WRITE DOWN SMART GOAL TWO

Did you take any steps to achieve this goal? Yes \_\_\_\_\_ No \_\_\_\_\_

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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When will this be completed by? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WRITE DOWN SMART GOAL THREE

Did you take any steps to achieve this goal? Yes \_\_\_\_\_ No \_\_\_\_\_

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When will this be completed by? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

WRITE DOWN SMART GOAL FOUR

Did you take any steps to achieve this goal? Yes \_\_\_\_\_ No \_\_\_\_\_

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When will this be completed by? \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Student Social Validity Measures

Thank you for completing the Think, Be, Do Curriculum! Please take a moment and complete the following questions to the best of your ability. Circle the number that corresponds with your answers.

|  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 1. On a scale of 1 to 10 how much did you like this curriculum (1 being bad and 10 being great)? | | | | | | | | | |
| Very Bad |  |  |  | In the middle | |  |  |  | Great! |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 2. On a scale of 1 to 10, how much do you think you learned about mental health (1 being nothing and 10 being a lot)? | | | | | | | | | |
| I Learned Nothing |  |  |  | I Learned a Few Things | |  |  |  | I Learned A Lot! |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 3. On a scale of 1 to 10, would your recommend this curriculum to be taught to other students? (1 being absolutely not and 10 being absolutely!) | | | | | | | | | |
| Absolutely Not |  |  |  | I am Unsure | |  |  |  | I would Absolutely Recommend it! |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 4. On a scale of 1 to 10, how often were you engaged (participated in class and did the recommended strategies after each lesson) with the curriculum (1 being never engaged and 10 being always engaged)? | | | | | | | | | |
| Never Engaged |  |  |  | Engaged for Half the Time | |  |  |  | Always Engaged |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |
| 5. On a scale of 1 to 10, how likely do you think you will use the strategies you learned in this curriculum in the future (1 being not at all likely and 10 being very likely)? | | | | | | | | | |
| Not at All Likely |  |  |  | I’ll Use Some Strategies | |  |  |  | Very Likely |
| 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

Thank You

Dear Teachers and Students,

I would like to personally thank you for the generous time and effort you gave to implement and participate in the Think, Be, Do curriculum. I hope that you were able to learn some valuable skills to address the most common of issues that all people face during their development into adulthood. My hope is that you have benefited from this curriculum and that you will utilize the curriculum in the future when needed.

As a reminder to always know that we are in control of our lives I would like to quote Cheryl Strayed from her book *Wild*, “It was a deal I’d made with myself months before and the only thing that allowed me to hike alone. I knew that if I allowed fear to overtake me, my journey was doomed. Fear, to a great extent, is born of a story we tell ourselves, and so I chose to tell myself a different story from the one women are told. I decided I was safe. I was strong. I was brave. Nothing could vanquish me. Insisting on this story was a form of mind control, but for the most part it worked. Every time I heard a sound of unknown origin or felt something horrible in my imagination, I pushed it away. I simply did not let myself become afraid. Fear begets fear. Power begets power. I willed myself to beget power. And it wasn’t long before I actually wasn’t afraid.”

Be powerful, be brave, and be strong.

Thank you,

James Sinclair

|  |  |
| --- | --- |
| MAC - Mood Rating Scale | |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 1.png | 1. A score of one resembles feeling very depressed and/anxious. |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 2.png | 2. A score of two resembles feeling down/anxious/a feeling of being overwhelmed. |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 3.png | 3. A score of three resembles feeling a bit worse than just okay. |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 4.png | 4. A score of four resembles feeling fair/just okay/“flat”. |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 5.png | 5. A score of five resembles feeling “okay”/”pretty good” and better than feeling just okay. |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 6.png | 6. A score of six resembles feeling happy but that you could be happier. |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 7.png | 7. A score of seven resembles feeling very happy and positive. |

|  |  |
| --- | --- |
| MAC - Activity Rating Scale | |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 1.png | 1. I don’t want to participate in any activities or be with friends. |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 2.png | 2. Activities that used to interest me don’t really anymore. |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 3.png | 3. My energy is low and being with friends and family doesn’t sound good to me. |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 4.png | 4. A score of four resembles feeling fair/just okay/“flat”. |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 5.png | 5. Friends and family interest me. |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 6.png | 6. I enjoy being with friends and family. |
| Macintosh HD:Users:jamessinclair:Desktop:Feelings 7.png | 7. I want to be with friends and family. |

Week 1

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| M | A | M | A | M | A | M | A | M | A | M | A | M | A |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Sunday | | Monday | | Tuesday | | Wednesday | | Thursday | | Friday | | Saturday | |

Week 2

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| M | A | M | A | M | A | M | A | M | A | M | A | M | A |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Sunday | | Monday | | Tuesday | | Wednesday | | Thursday | | Friday | | Saturday | |

M = Mood Rating

1. A one resembles feeling very depressed and/anxious.

2. A two resembles feeling down/anxious/a feeling of being overwhelmed.

3. A three resembles feeling a bit worse than just okay.

4. A four resembles feeling fair/just okay/“flat”.

5. A five resembles feeling “okay/pretty good” and better than feeling just okay.

6. A six resembles feeling happy but that you could be happier.

7. A seven resembles feeling very happy and positive.

A = Activity Rating

1. I don’t want to participate in any activities or be with friends.

2. Activities that used to interest me don’t really anymore.

3. My energy is low and being with friends and family doesn’t sound good to me.

4. A score of four resembles feeling fair/just okay/“flat”.

5. Friends and family interest me.

6. I enjoy being with friends and family.

7. I want to be with friends and family.

Week 3

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| M | A | M | A | M | A | M | A | M | A | M | A | M | A |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Sunday | | Monday | | Tuesday | | Wednesday | | Thursday | | Friday | | Saturday | |

Week 4

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| M | A | M | A | M | A | M | A | M | A | M | A | M | A |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Sunday | | Monday | | Tuesday | | Wednesday | | Thursday | | Friday | | Saturday | |

M = Mood Rating

1. A one resembles feeling very depressed and/anxious.

2. A two resembles feeling down/anxious/a feeling of being overwhelmed.

3. A three resembles feeling a bit worse than just okay.

4. A four resembles feeling fair/just okay/“flat”.

5. A five resembles feeling “okay/pretty good” and better than feeling just okay.

6. A six resembles feeling happy but that you could be happier.

7. A seven resembles feeling very happy and positive.

A = Activity Rating

1. I don’t want to participate in any activities or be with friends.

2. Activities that used to interest me don’t really anymore.

3. My energy is low and being with friends and family doesn’t sound good to me.

4. A score of four resembles feeling fair/just okay/“flat”.

5. Friends and family interest me.

6. I enjoy being with friends and family.

7. I want to be with friends and family.

Week 5

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| M | A | M | A | M | A | M | A | M | A | M | A | M | A |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Sunday | | Monday | | Tuesday | | Wednesday | | Thursday | | Friday | | Saturday | |

Week 6

|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| M | A | M | A | M | A | M | A | M | A | M | A | M | A |
| 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 | 7 |
| 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 | 6 |
| 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 | 5 |
| 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 | 4 |
| 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 | 3 |
| 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 | 2 |
| 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 | 1 |
| Sunday | | Monday | | Tuesday | | Wednesday | | Thursday | | Friday | | Saturday | |

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