

ACTIVITIES 1-- ACTIVITIES AND YOUR MOOD

GOALS FOR LEADERS

- Welcome new participants
- Review group rules
- Have participants and group leaders introduce themselves
- Review the cognitive behavioral treatment model
- Ensure that participants understand the connection between pleasant activities and mood (more pleasant activities -> more positive mood; fewer pleasant activities -> more depressed mood)
- Discuss with participants how depression affects your desire and ability to do activities
- Discuss with participants why doing pleasant activities can make you feel better
- Identify members of the group who will be graduating at the end of this module and begin the termination process

MATERIALS NEEDED FOR THIS SESSION

- 1) Pens
- 2) CES-D
- 3) Dry erase board, chalkboard or large sheets of paper to present material to group
- 4) OPTIONAL - supplies for pleasant activities (e.g. food, tea, music, games, etc.)

COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

PART II: Lecture Notes for Instructors: Activities 1

Version 2000: May, 2000

SESSION OUTLINE

- I. Welcome
- II. Agenda and Announcements
- III. Group Rules
- IV. Introductions
- V. Depression Symptoms
- VI. Review of the Model
- VII. New Material: The Relationship Between What You Do and How You Feel
- VIII. Take Home Message
- IX. Personal Project
- X. Preview and Feedback

COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

PART II: Lecture Notes for Instructors: Activities 1

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I. WELCOME

II. AGENDA AND ANNOUNCEMENTS

Identify those group members who will be graduating at the end of the module.

III. GROUP RULES

IV. INTRODUCTIONS

V. REVIEW THE SYMPTOMS OF DEPRESSION

VI. REVIEW THE TREATMENT MODEL

These sections are covered in the introduction section of the Lecture Notes for Instructors.

VII. NEW MATERIAL

1. HOW DOES WHAT WE DO AFFECT HOW WE FEEL?

PURPOSE: The purpose of this section is:

- 1) To help participants understand that doing pleasant activities makes you feel better.
- 2) To highlight that we can manage our reality by doing pleasant activities. We view reality as made up of blocks of time. We can purposefully fill many of these blocks of time with healthy, pleasant, and meaningful activities. In this way, we are systematically changing a depressing period in our lives into one that is more fulfilling and satisfying.

Points to highlight:

- Doing pleasant activities can make us feel more positive.
- Doing pleasant activities help us focus on healthier things than our worries.
- Doing pleasant activities gives us a break from our problems.
- Pleasant activities can help us become more physically healthy.

You may choose to begin a discussion about pleasant activities by asking group members “when and what was the least pleasant activity you did.”

Option 1: Listing your favorite activities

As a group, talk about activities group members either still enjoy doing or used to enjoy doing. Write down these activities in one column on the board. Then, ask group members how doing the activities made them feel. Write down the activities in a second column on the board. You can also ask group members how it felt just to talk about doing these activities.

[sample board]

Things I like to do	Way I feel when I do them
fishing	happy
going for walks	relaxed
talking to others	warm
	distracted

Option 2: Imagery Exercise

1. Have each group member rate their current mood

COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

PART II: Lecture Notes for Instructors: Activities 1

Version 2000: May, 2000

2. Help each group member identify an activity that they think would be pleasant.
It may be useful to have them pick an activity they can do by themselves. Examples of activities include: walking, singing, fishing, taking a bath, taking a refreshing shower, doing your nails, exercising, eating a favorite food, drinking a cup of tea.
3. Lead group members in an exercise where they imagine doing the activity
4. Ask each group member to rate their mood again.
5. Discuss how imagining doing an activity affected their mood. You can ask the following questions.
 - a) Did your mood change?
 - b) Why do you think your mood changed?
 - c) Imagine really doing the activity, do you think that could have an even greater effect on your mood?
6. How would the reality of your day be different if you did such an activity versus if you did not do it.

A sample imagery exercise is included below.

Caution: At the end of the imagery exercise some group members may report feeling worse than they did before. In the imagery exercise listed below we have included an inoculation technique, which is useful in preparing people for the possibility and utility of these negative feelings.

[inoculation technique]

In a moment, I am going to ask you to imagine doing the activity you have chosen. As you imagine doing the activity, I am going to ask you to pay attention to how you are feeling. You may experience positive or negative feelings. Either type of feeling is fine. Your feelings may give us a clue about what you think about doing positive events. It will be important for both you and us to understand your reactions.

[sample imagery exercise]

I'd like you to sit back in your chair and let your body get into a comfortable position. . . I want you to try to imagine that you are about to do the activity you have chosen. This is something that you really enjoy doing. Try to close your eyes and imagine that you are planning to go and do what you want. Focus on how you might be feeling. . . .and now, try and imagine that you are actually in the middle of doing the activity. Imagine what it is like for you. This is an activity that you really enjoy. . . .

[optional deepening techniques]

Let's take a few deep breaths. . . in. . . out. . . in. . . out. . . Let your mind really focus on the activity you are doing. Imagine where you are. What do your surroundings look like. How are you feeling, hot or cold, excited, sad, happy, peaceful. Are you touching anything? Are you smelling anything? Are you hearing any sounds? Continue breathing slowly and allow yourself to slowly continue doing this activity that you like so much.

[wrapping up the imagery]

Ok now, I'd like you to finish doing the activity and then slowly open your eyes and return to the group.

COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

PART II: Lecture Notes for Instructors: Activities 1

Version 2000: May, 2000

As group members become alert, process with them what it felt like to do the exercise. Make sure to highlight the points mentioned above.

Option 3: Imagery exercise - imagine being in your favorite place

Alter the imagery exercise above to have group members imagine being in their favorite place. It may be easier for some group members to imagine a place rather than an activity.

2. HOW DOES HAVING DEPRESSION INTERFERE WITH THE THINGS YOU MIGHT WANT TO DO?

PURPOSE: To empathize with participants and normalize their lack of interest and initiative, given their depression.

[sample introduction]

Ok, so we've just talked about how when we do more pleasant activities or when we do things to take care of ourselves, our mood often improves. In a way we are suggesting that doing things is a kind of medicine. For example, if you have a headache, you might take a pill, but you might also prevent a headache by doing a pleasant activity and reducing your stress level before it causes the headache. What we are saying is that we may need a minimum daily requirement of pleasant activities in order to keep our mood healthy.

But we realize that for many people, it's not easy. Often when people are depressed they don't feel like doing anything. What happens then is that your days begin to lose their excitement. They become dull and dreary because there is nothing to look forward to. The reality of your life becomes more depressing. And as you get more depressed, you do even less, making your reality worse still. Let's talk about how you think your depression may interfere with your doing things that you realize would help you feel better.

Brainstorm as a group ways that depression interferes with people's ability to do more activities. (If there are many people in the group, you may consider having group members break up into pairs, discuss the topic, and then bring back their answers to the group.)

Write their answers on the board. They can write them on page 46 of their books. Some examples are listed below:

- Reduced energy to do activities
- No interest or "don't feel like doing it" "don't want to do it."
"There is nothing more difficult than that which is done reluctantly".
.however it can still be done (e.g. exercise).
- Don't want to be with anyone else, prefer to be alone
- Tired/sleepy
- I just don't think I could do it
- I feel lonely and don't want to do anything alone
- I just can't concentrate

1. _____

6. _____

2. _____

7. _____

COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

PART II: Lecture Notes for Instructors: Activities 1

Version 2000: May, 2000

- | | |
|----------|-----------|
| 3. _____ | 8. _____ |
| 4. _____ | 9. _____ |
| 5. _____ | 10. _____ |

Add in examples from the group members.

3. DOING PLEASANT ACTIVITIES WILL MAKE YOU FEEL BETTER, BUT WHEN YOU ARE DEPRESSED YOU DON'T FEEL LIKE DOING ANYTHING: WHAT DO WE DO ABOUT THIS DILEMMA

Purpose: To highlight this dilemma and encourage participants to think about it.

[sample script]

So, from what we've done today, we can really see that we are doing pleasant activities can make us feel better but that depression interferes with our desire to do anything. This puts us in a difficult position. We will be talking more about how to deal with this dilemma during the next few sessions, but we really want you to think about this dilemma, so we can talk about it next week. If you turn to page 47 in your books, we have a page where you can write or draw some of your thoughts about this.

4. WHY DOES DOING PLEASANT ACTIVITIES OR SELF CARE ACTIVITIES MAKE YOU FEEL BETTER?

TIME PERMITTING

PURPOSE: To help participants understand how or why doing pleasant activities or self care activities can make them feel less depressed.

For now, let's talk about why doing pleasant activities may make us feel better. Pleasant activities actually change our external reality by bringing more positive events into our day. But, in addition, pleasant activities help change our internal reality by creating positive memories that gradually reshape our own view of how good life is. Here is how this works

ACTIVITY: MANAGING YOUR HOME

[sample introduction to the activity]

From the exercise we did earlier, we can see that there is a definite connection between what we do and how we feel, but is often hard to understand why doing things can have such a big impact on our mood. Let's talk about this now.

Have the participants turn to page 48 in their books. Draw the image on the board as you discuss it.

As you can see this is a picture of a house. Let's imagine that the house is part of our brain. According to many scientists, most people's memory has space for about 7 things at one time. As

COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

PART II: Lecture Notes for Instructors: Activities 1

Version 2000: May, 2000

you can see, we have 7 rooms in the house. This is what we can keep in our immediate/short-term memory.

When we are depressed, we can imagine that each of the rooms of our brain is filled with depressed or worried thoughts.

If you want, you can elicit from the participants some of the worries or thoughts that may be taking up space in their brains and write them in the rooms.

Now imagine that we do something pleasant or positive.

Give specific examples that are relevant to the participants.

We have thoughts and memories associated with doing the event (name the event), and right after we do the event, these thoughts and memories are going to take up space in our brain and replace negative thoughts or activities. Let's think about another activity that you might do in the future.

Have the group select some pleasant events and thoughts and memories that go along with them. Then visually diagram how the new information is pushing out the old information, and as a group, talk about how this might change how we feel. You can bring up the idea that doing pleasant events is sort of like doing house cleaning for your brain. It is a way of changing our internal reality. You can also discuss how by doing two or three pleasant events you change your ratio of positive to negative memories in your brain and this may in turn affect your energy level and the way you think and feel. In addition, by changing what goes into our short-term memory we ultimately affect what enters our long term memory.

Now imagine that we do some of those activities. We can see that our brain is becoming filled with more pleasant activities. Perhaps, we can even change the balance so that before we had a house full of negative memories and now perhaps we are half negative and half positive.

Change some of the negative signs to positive signs.

This may also affect the way we feel physically. It's less draining and tiring to have a house that's half positive and half negative than all negative. It will probably also change the way that we think and feel.

These memories (point to the house) are part of our immediate or short-term memory, but they will also become part of our long term memories. When we change them, we change our long term memory, meaning years from now when we look back on our world and our lives, we will have some positive things to remember. In a way, by making changes in what we do, we are making changes in our brain. By changing what we do (our external reality), we also change our mental image of life (our internal reality).

Elicit participant's reactions.

Other points to discuss include the notion of balance. We are not suggesting that they completely ignore all the problems and only do fun things but that it is important to have a

balance. CBT is not happy therapy or just a positive thinking approach but an approach that advocates balance.

5. WHAT WOULD IT BE LIKE TO DO SOMETHING FUN RIGHT NOW?

TIME PERMITTING

Purpose: Let participants have the in-vivo experience of doing a pleasant activity. Have them keep in mind that they want to pace themselves according to their energy level.

Sample activities to have available are written below:

- 1) cards (to play cards)
- 2) games i.e. checkers
- 3) play music
- 4) eat a pleasant food or drink a cup of tea
- 5) draw
- 6) look at pictures of activities they can do in the area
- 7) have a pleasant conversation with a group member

Before they do the activity have them rate their mood using the mood scale. Then have them engage in the activity for a fixed amount of time. Then ask them to rate their mood again using the mood scale. Discuss how it was to do the activity and how it affected their mood.

VIII. TAKE HOME MESSAGE

Pleasant activities help shape my external reality.

My personal reality is made up of time blocks.

If I can fill more and more of those time blocks with healthy, pleasant events,

I will gradually make my personal reality more health and more pleasant.

Then, I will feel better.

COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

PART II: Lecture Notes for Instructors: Activities 1

Version 2000: May, 2000

IX. PERSONAL PROJECT ASSIGNMENT

WEEKLY PROJECT

- 1) Continue tracking mood using the mood scale and track the number of positive events you do each day.
- 2) Think about the dilemma: doing pleasant activities will make me feel better, but when I am depressed, I often don't feel like doing anything.
- 3) Think about the activities you enjoy doing by looking at the list of pleasant activities in your book.

OPTIONAL PROJECT

select one of the following activities to do

- 1) Do two new pleasant activities next week
- 2) Pick two pleasant activities that you usually do and increase the number of times you do them over the next week
- 3) Look through the "Fun and Free in San Francisco" booklet and find two things you could do by yourself and two things you could do with other people

X. PREVIEW AND FEEDBACK

Let the participants know that next week you will continue talking about pleasant activities. Let them know that you will also be teaching a relaxation exercise, which you hope will be a pleasant activity for them and which is useful for reducing anxiety as well as depression.

Congratulate group members for attending the group and acknowledge that coming to group is a big step in improving their mood.

Before ending the group, encourage group members to provide feedback regarding today's session. Questions to encourage discussion are listed below.

- What was helpful about today's session?
- What was not helpful?

COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

PART II: Lecture Notes for Instructors: Activities 1

Version 2000: May, 2000

GROUP LEADER SELF EVALUATION FORM: ACTIVITIES 1

INSTRUCTIONS

Content Covered: Rate the degree to which you feel this material was covered (0=not at all, 10=fully covered) If not done this session but done later, when it is done write in the date and rate how well you feel you covered it.

Satisfaction with Teaching: Rate the degree to which you are satisfied with the way you and your co-leader taught the material (0=not at all satisfied, 10=extremely satisfied).

Participant Process: Rate on average the degree to which participants seemed to participate, understand and complete the exercise (0=on average very poor no one understood or no one was able to complete exercise; 10=everyone seemed to understand keypoints and complete the exercise).

	Taught/ Done? (0-10)	Satisfaction with Teaching (0-10)	Participant Process (0-10)
Welcome	_____	_____	_____
Hand out CES-D	_____	_____	_____
Group rules	_____	_____	_____
Introductions	_____	_____	_____
Review of symptoms of depression	_____	_____	_____
Review of CBT treatment model	_____	_____	_____
New Material			
1. How does what we do affect how we feel?	_____	_____	_____
2. How does having depression interfere with the things you might want to do?	_____	_____	_____
3. Doing pleasant activities will make you feel better, but when you are depressed you don't feel like doing anything: What do we do about this dilemma	_____	_____	_____
4. Why does doing pleasant activities make you feel better?	_____	_____	_____
5. What would it be like to do something fun right now?	_____	_____	_____
Take Home Message	_____	_____	_____
Personal Project Assigned	_____	_____	_____

COGNITIVE-BEHAVIORAL TREATMENT FOR DEPRESSION

PART II: Lecture Notes for Instructors: Activities 1

Version 2000: May, 2000

Preview and Feedback
