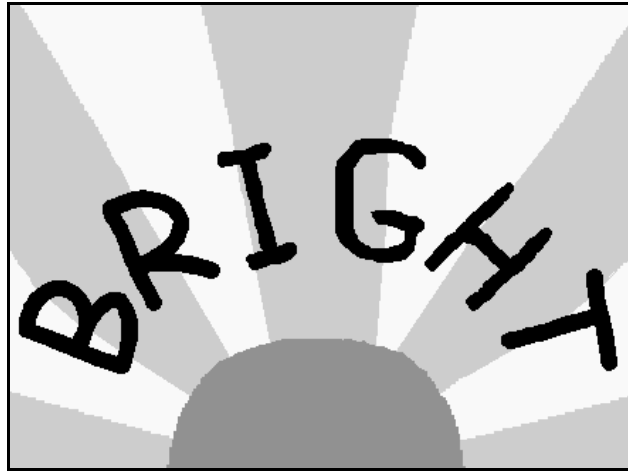


# Group Leader's Guidebook

*"Activities and Your Mood"*



August 2006

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Including drawings by Erich Ippen

# **Group Cognitive Behavioral Therapy for Depression**

\*

## **Activities and Your Mood**

Other modules in this treatment program  
are as follows:

Thoughts and Your Mood  
People Interactions and Your Mood

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**Revised August 2006 based on original manuals by**

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Drawings by Erich Ippen

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**This is your book to keep. Feel free to write in it.**

**This guidebook belongs to:**

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**(Name)**

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**(Date)**



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# SESSION 1: DOING HEALTHY ACTIVITIES TO IMPROVE YOUR MOOD

## LEADER TIPS

### Materials Needed

- **Group Member’s Guidebooks** (“Activities and Your Mood”)—enough for everyone in the group
- **Pens**—enough for everyone in the group
- **The PHQ-9 depression measure**—enough copies for everyone in the group
- **Dry erase board, chalkboard,** or large sheets of paper to present material to group
- **Kleenex** or other facial tissue
- **A timer** or quiet alarm clock—this is optional

### Group Leaders’ Goals

- Make all group members feel welcome.
- Discuss group rules.
- Introduce yourselves and provide phone numbers.
- Begin to encourage group sharing and support by having group members introduce themselves.
- Help group members understand what depression is.
- Help group members understand CBT and how it can help depression.
- Remind group members of topics and skills introduced in the previous module (“Thoughts and Your Mood”).
- Introduce the new topic: The Connection Between Activities and Your Mood.

## LEADER TIPS

### Welcome Group Members

#### As group members arrive:

- Introduce yourselves and invite group members to sit anywhere.
- Pass out the Group Member's Guidebooks ("Activities and Your Mood").
- Pass out the PHQ-9 depression measure. Ask group members to fill it out, put their names on it, and return it to you. Tell group members that you will talk more about it later.
- Scan the questionnaires quickly as you collect them. Notice any major changes in the severity of group members' depression symptoms, including thoughts of suicide. If a group member reports thoughts of suicide, consult with your supervisor.

#### Begin the group:

- Welcome all group members. **Say:** *This is Cognitive Behavioral Therapy for Depression. This is the module called "Activities and Your Mood." We will talk more about Cognitive Behavioral Therapy in a few minutes.*
- **Say:** *Some of the group members have attended one or more previous modules and others are entering the group for the first time.*
- **Identify** members of the group who will be graduating (completing all three CBT modules) at the end of this module.
- **Say:** *Congratulations to everyone for being brave enough to come to the group.*
- **Say:** *Turn to the first page after the cover in your books and put your name and the date on the lines.*
- **Say:**
  - *The guidebooks belong to you.*
  - *You will be writing in them.*
  - *You should bring your guidebooks to every group meeting.*
  - *You will keep them when the group is over.*
- **Say:** *We will not take formal breaks, but you should feel free to get up and use the restroom whenever you need to.*

### Purpose and Outline

#### Group Member's Guidebook: Page 1

1. **Say:** *Every session begins with a few points about the purpose of the session and an outline of the session. We will go over these now.*
2. **Introduce** the Purpose and Outline.
3. **Ask:** *Does anybody have any questions so far?*

## **PURPOSE**

- Get an overview of the group, Cognitive Behavioral Therapy, and depression.
- Understand the connection between activities and mood.
- Understand why you are not doing the activities you used to enjoy.
- Identify activities you enjoyed in the past.
- Choose one activity that you can still do.

## **OUTLINE**

- I. Welcome
- II. Group Rules
- III. Announcements
- IV. Introductions
- V. What is Depression?
- VI. What is Cognitive Behavioral Therapy (CBT)?
- VII. How Does CBT Treat Depression?
- VIII. How Have You Been Feeling?
- IX. Review
- X. New Topic: The Connection between Activities and Your Mood
  - A. How Does Depression Get in the Way of Doing Activities?
  - B. What Activities Did You Used to Enjoy?
  - C. Coming to Group CBT is a Healthy Activity
- XI. Key Messages
- XII. Practice
- XIII. Feedback
- XIV. Looking Ahead



# GROUP RULES

## LEADER TIPS

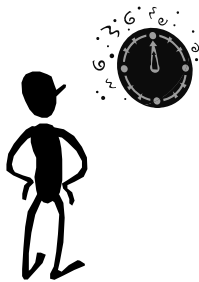
**Time: 10 minutes**

**Group Member's Guidebook: Page 2**

**1. Go over group rules** before anyone discloses any personal information. Don't forget to talk about the exceptions to confidentiality (#3). Tell the group the name of your supervisor (#3). Ask if anybody in the group has questions or comments about any of the rules.

**1. Come to every group meeting.** If you can't make it, call us at this number:

( \_\_\_\_\_ ) \_\_\_\_\_ - \_\_\_\_\_ (Contact number)



**2. Come to group meetings on time.**

**3. Maintain the confidentiality of the group.**

Please do not share what you hear in the group with anybody else. Likewise, group leaders will not repeat what you say. There are three exceptions.



First, your group leaders share information with each other and with the licensed mental health professional that is supervising the group.

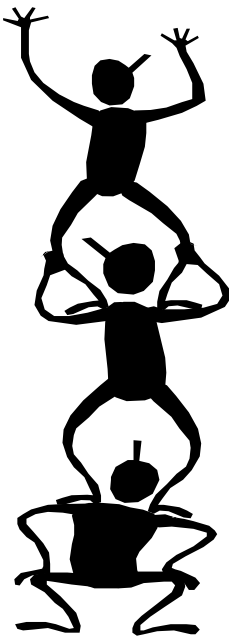
Second, if group leaders hear something that makes them think your health or safety is in danger they will talk with your doctor or others.

Finally, by law, a group leader must report:

- If a child or dependent adult is being abused or neglected.
- If an older adult is being abused or neglected.
- If someone is in danger of hurting himself or herself or someone else.

**4. Be respectful and supportive of others in the group.** The group is based on respect for all people. If you have a problem with another group member and your feelings are getting in the way of your group therapy, discuss the problem with a group leader.

**5. Find a balance between talking and listening.** You and the other group members will get the most out of the group if everybody has a chance to talk about their thoughts, feelings, problems, and experiences.



Plus, in each session, the group leaders need time to introduce new ideas that will help everybody in the group. Unfortunately, the time allowed for each group session is limited. The group leaders will:

- Keep track of the time for each session.
- Gently remind you to give others a turn to talk.

**6. Know that you don't have to share everything.**

**7. Practice.** Practicing outside of class will strengthen your ability to use the skills you have learned and will increase the likelihood that you will feel better.

**8. Tell us if you are unhappy with the group or your treatment.**



# ANNOUNCEMENTS

---

## LEADER TIPS

**Time: 2 minutes**

**Group Member's Guidebook: Page 3**

1. Make announcements if there are any. Answer group members' questions right away if they relate to the way the group is run.
2. Time will not allow for group members to add big items to the agenda. However, each person should have a chance to talk about personal issues that add to his or her depression. Each person needs to feel that he or she has been heard and understood by the group. Many of the group members' concerns can be addressed in the work of the session. If necessary, arrange to talk with a group member individually after the session.

The group leader will make any announcements that might be necessary.

Is there anything you would like to let the leader know about?



# WELCOME! INTRODUCTIONS

## LEADER TIPS

**Time: 10 minutes**

**Group Member's Guidebook: Page 4**

**1. Give group members a phone number** where they can contact you.

- Write your names and the phone numbers on the board.
- Suggest that group members write the information in their guidebooks where it will be easy to find.

**Say:** *Now we would like for everyone to get to know each other. You will have a chance to talk about your depression later during the sessions. For now, let's start the introductions with the subjects in your guidebook.*

**2. Introduce** the text. Provide a model for the group members by introducing yourselves first. **Talk about one or two subjects on the list.**

- If some members begin to provide more information than necessary, gently remind them that they will have time to talk about other issues during the group. For now the focus is on introductions.
- It may be helpful to ask group members questions that result in short answers, such as, *"Where did you grow up."*
- If members focus on their depression or their substance abuse when they describe themselves, stop them and remind them that the group wants to know who they are and what they are like apart from their depression or substance abuse. (It is very useful for them to present their "other" self to the group.)

## Group Leaders

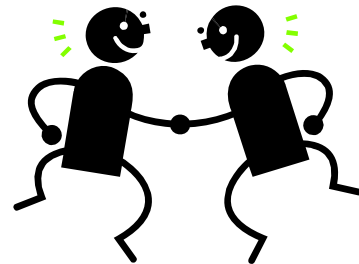
Your group leaders are:

\_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_  
(Name) (Contact number)

\_\_\_\_\_ (\_\_\_\_\_) \_\_\_\_\_  
(Name) (Contact number)

## Group Members

You will be coming to group CBT with the group of people you are meeting in this session. Talking with them will be an important part of CBT.



Now group members will introduce themselves. We will be talking about your experiences with depression as the group progresses. At this time, we want to know a bit about you as an individual. Begin by telling the group your name, and then **choose one or two of the following** subjects to talk about.

- Where you grew up
- Your family
- What kind of work you have done
- Your main interests or hobbies
- Something about yourself that you think is special

# WHAT IS DEPRESSION?

## LEADER TIPS

**Time: 15 minutes**

**Group Member's Guidebook: Page 5**

No matter how different group members might be from each other, the information about depression allows them to see that they are not alone. They share common feelings and a common enemy—depression.

**1. Go over** “Depression is Common.”

**2. Say:** *What is depression like for you?*

- One group leader should write the symptoms named by the group on the board.
- As group members mention a symptom, ask whether other group members have had similar concerns.
- If some symptoms of depression are not mentioned by group members, add them to the list at the end. **Say:** *Everybody in this group has experienced symptoms of depression, and what we're trying to do is help you overcome these symptoms and feel better.*

**3. Introduce** “Depression is”, “The 9 Symptoms of Depression”, and “Possible Triggers for Depression” **Ask:** *What was happening in your life when you got depressed?*

- Take notes and use this information to understand the needs of group members and to plan the sessions to make them as helpful as possible. (You probably already know something about group members based on the contact you made with them before the group started.)
- If any of the triggers listed in the “Depression” box are not mentioned by group members, tell them that other things can cause depression and read from the list.

**4. Introduce** the section called “What You Can Do.” **Say:** *Tell one of the group leaders if you have thoughts of suicide. Depression is very treatable and you can feel better.*

**5. Sum up by emphasizing these key points.**

- Depression is defined by the experience of five or more symptoms occurring most of the time for a period of at least two weeks and interfering with your life or activities a lot.
- Depression is common.
- A person can get help for depression and feel better.

## **Depression is Common**

- Nearly everyone in his or her lifetime feels sad.
- Most adults have had depressed moods and/or know what they are.
- 10–25% of women will have at least one serious episode of depression.
- 5–12% of men will have at least one serious episode of depression.

## ***What is depression like for you?***

### **Depression is:**

- A low mood or sad feelings that make it hard to carry out daily duties.
- Possible at any point in your life.
- Possible diagnosis if you have five or more of the following symptoms most of the day, almost every day, for two weeks or more.

## **The Nine Symptoms of Depression**

1. Feeling depressed, down, or irritable nearly every day.
2. Loss of interest or pleasure in activities that you normally enjoy.
3. Significant increases or decreases in your weight or appetite.
4. Sleeping too much or too little.
5. Change in the way you move (moving restlessly or slowly).
6. Feeling tired or fatigued.
7. Feeling worthless or having terrible guilt.
8. Trouble concentrating or making decisions.
9. Repeated thoughts of death or suicide.

## **Possible Triggers for Depression**

- Being sick with medical problems
- Biological/chemical imbalance in your body
- Economic/money problems
- Losing someone you love
- Upsetting things happening, or continual problems
- Struggles with people you are close to
- Big life changes
- Stress that lasts a long time

***What was happening in your life when you got depressed?***

## **What You Can Do**

- Come to this CBT group!
- Practice the skills you learn during the CBT group.
- Get help and support from family members, friends, and others.
- Discuss how you feel with your doctor, nurse, therapist, or counselor.
- Ask your doctor if antidepressant medicines might be helpful.

***Let the group leader know if you have thoughts of death or suicide. We can help you get the support you need to feel better.***

# WHAT IS COGNITIVE BEHAVIORAL THERAPY?

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## LEADER TIPS

**Time: 10 minutes**

**Group Member's Guidebook: Page 7**

1. **Introduce** the text.
2. Stop after each section and ask for questions and comments. Or ask for a volunteer among those who have been through other CBT modules to explain CBT to the group. Encourage questions and discussion.

This treatment provides a specific kind of help—Cognitive Behavioral Therapy, or CBT for short—for people who are depressed. CBT teaches skills to help you change your thoughts and behaviors. These changes can improve the way you feel.

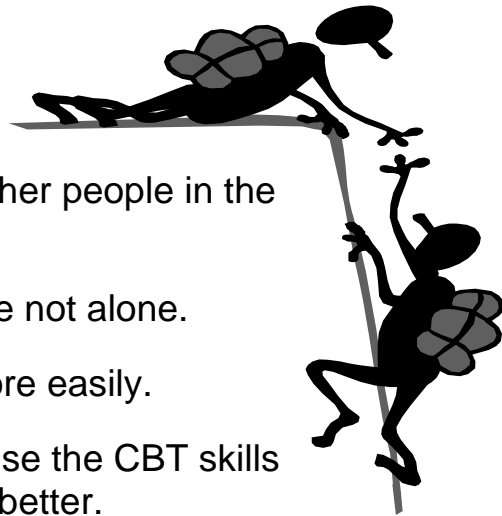
Making changes in your thinking and behavior can help your depression no matter what caused you to feel down. This approach does not mean that your thoughts and behaviors caused your depression in the first place.

### ***“Managing” your depression means to:***

- Make the feelings of depression less intense.
- Make the time that you are depressed shorter.
- Learn ways to prevent getting depressed again, despite real problems.

***The group meetings are helpful because they:***

- Provide you with support from other people in the group.
- Help you understand that you are not alone.
- Help you learn the CBT skills more easily.
- Show many ways other people use the CBT skills to deal with depression and feel better.



***During the group you will learn skills to:***



- Change your thoughts.
- Change your behaviors, including your
  - Activities, and
  - Interactions with other people.
- Improve the way you feel.

***During the group you will NOT be asked to:***



- Lie down on a couch.
- Share all your painful thoughts and experiences.
- Talk at length about your family or childhood.

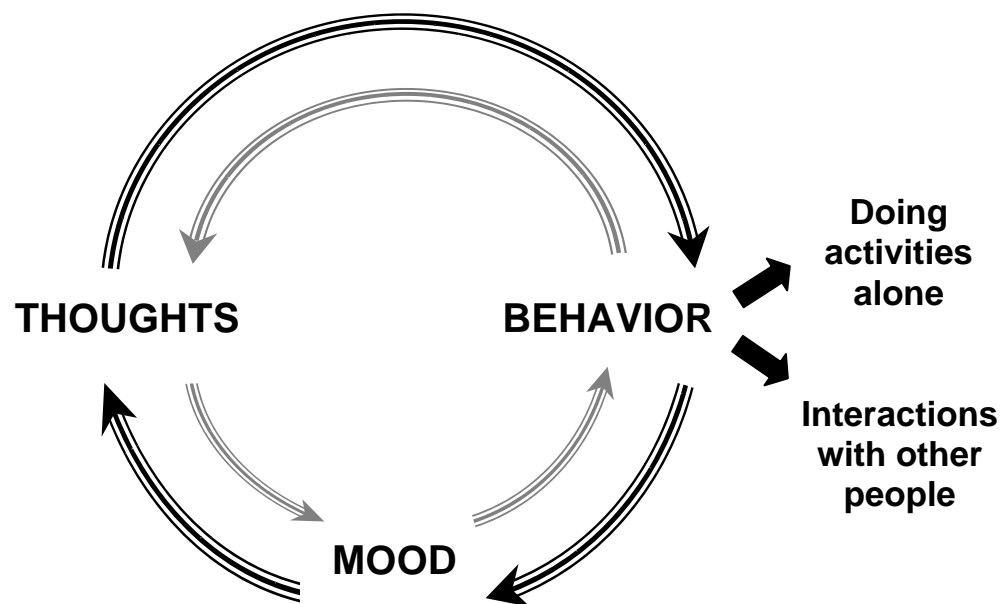
***The group will focus on practical strategies to improve things right now.***

**What does the name “Cognitive Behavioral Therapy” mean?**

**Cognitive** refers to thoughts.

**Behavioral** refers to **how you act** or **what you do**. In CBT, when we talk about behavior, we mean how you act, including what activities you do and how you interact with other people.

We will focus on your thoughts and your behavior to improve your mood.



***This CBT treatment program is organized into three modules***  
with four sessions in each module.

- Module: How your **thoughts** affect your mood    **= 4 sessions**
  
- Module: How your **activities** affect your mood    **= 4 sessions**
  
- Module: How your **interactions with other people** affect your mood    **= 4 sessions**

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**Total CBT sessions    = 12 sessions**

Group members can join the group at any module. However, each group member must begin with Session 1 of a module. For example, if you begin with the “Activities” module and complete all 4 sessions, you would then continue onto the “People Interactions” module.

Each module focuses on one subject, but they overlap with each other and you will find that we mention the other subjects throughout the treatment.

# HOW DOES CBT TREAT DEPRESSION?

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## LEADER TIPS

**Time:** 5 minutes

**Group Member's Guidebook:** Page 11

**Say:** *Imagine an event such as losing a job, or something less extreme such as being late to work or having an argument with a friend. It would be natural to feel upset. But other factors can make your suffering even worse.*

**Introduce** the text. Then go over the spiral, starting with thoughts at the top.

**Thoughts.** *If a person lost a job, he or she might think that he or she has nothing to offer or that nothing can be done about the situation. This person might become depressed. Imagine a second person who instead thinks he learned a lot and got great experience at the job, so he feels that he is likely to do very well getting another job. The second person is less likely to become depressed.*

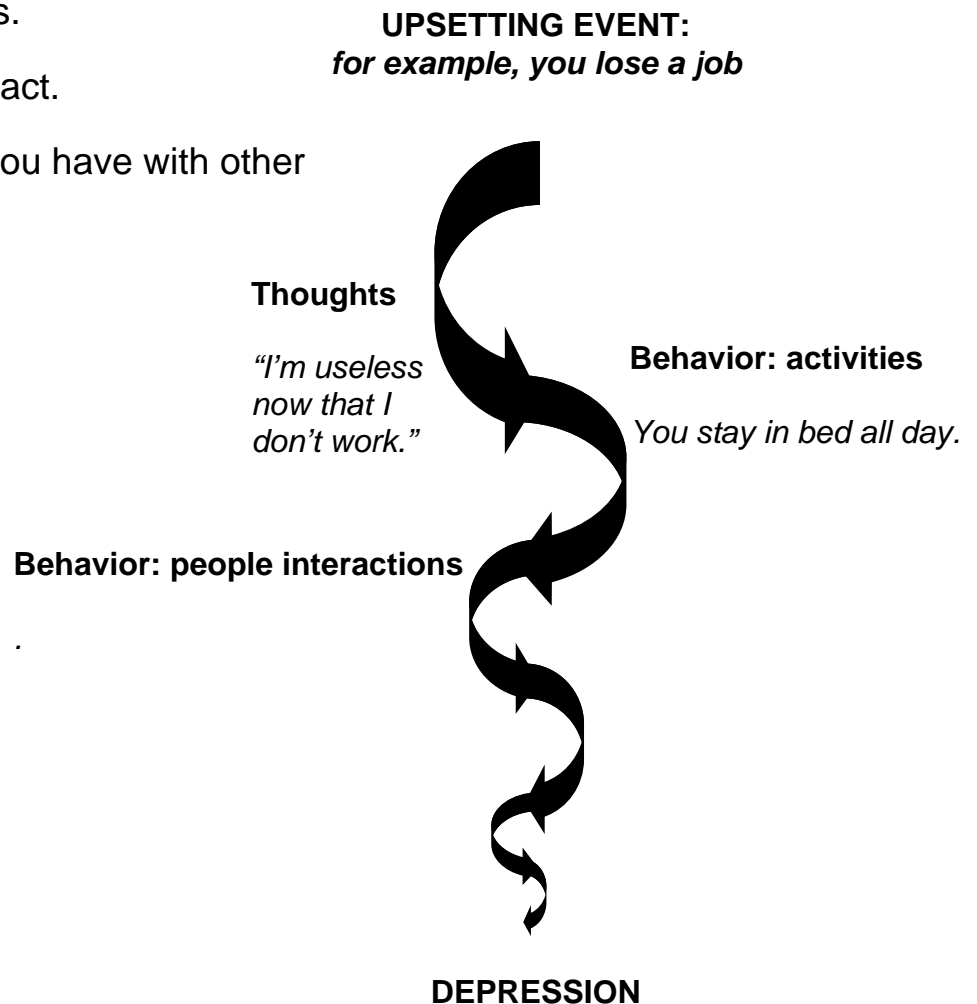
**Activities.** *Another factor is how we act. When we feel down, we have less interest in doing things and as a result we often behave differently than we usually do. For example, when you're depressed you may not feel like taking a walk. Staying in bed all day could make your mood continue to spiral down.*

**People.** *Depression affects our mood in another way. When we are depressed, we often reduce the amount of contact we have with other people, or the interactions we do have are not healthy for us. Maybe the people have completely different tastes in what activities they enjoy. Perhaps they aren't supportive in ways that make us feel good about ourselves.*

**Say:** *As you can see, you enter the depressive spiral here. Point to the top of the spiral. But the way you react to events can cause your mood to spiral down. CBT can help prevent the spiraling down. This treatment will be most helpful to you if, at the end, you have learned many ways of managing your mood, and you feel confident using them in your daily life. This will take practice.*

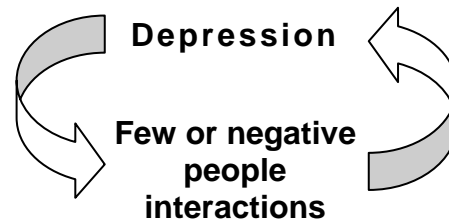
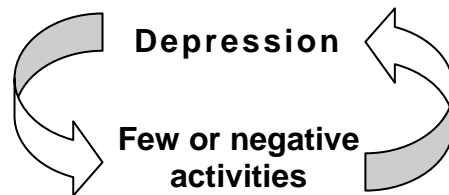
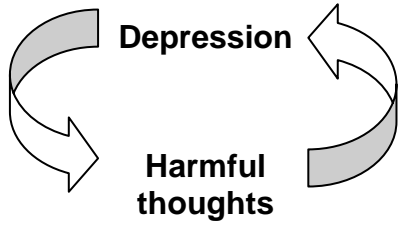
Depression can be looked at as a downward spiral. You might enter the spiral when something upsetting happens. For example: you lose a job or friend, a relative dies, you get sick, or you experience a big disappointment. These upsetting events are real and almost anyone would feel a certain amount of sadness, anger, or frustration because of them. But other factors can add to your suffering. They include:

- Your thoughts.
- The way you act.
- Interactions you have with other people.

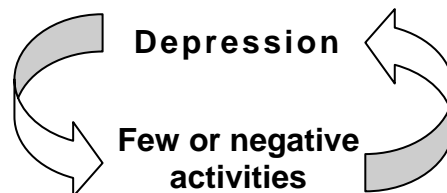


CBT helps you break the downward spiral of depression by teaching you that for each of these factors—thoughts, activities, people interactions—there is a part that you can manage and change. Also, because they are all connected, you can make changes in one area to affect the other areas.

***We will be working on breaking these connections.***



In this module, we focus on the connection between depression and activities.



# HOW HAVE YOU BEEN FEELING?

---

## LEADER TIPS

**Time: 5 minutes**

**Group Member's Guidebook: Page 13**

- 1. Introduce** the text in the Group Member's Guidebook.
- After the session, **compare** each group member's PHQ-9 measure to the ones he or she has filled out before. This comparison will allow you to monitor each group member's progress.

The questionnaire you filled out at the beginning of the session is called the "Patient Health Questionnaire" or PHQ-9 for short. You will fill out the PHQ-9 before Sessions 1 and 3 of each CBT module. It allows you and your group leaders to check how you are feeling today and to keep track of how you are feeling while you are attending the group.



# REVIEW

## Practice

### LEADER TIPS

**Time: 15 minutes**

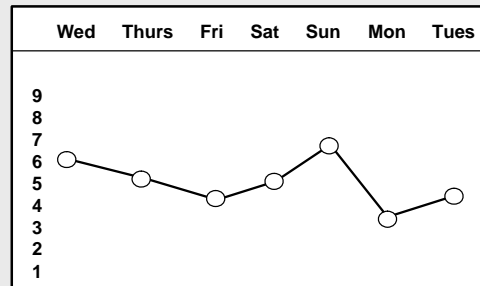
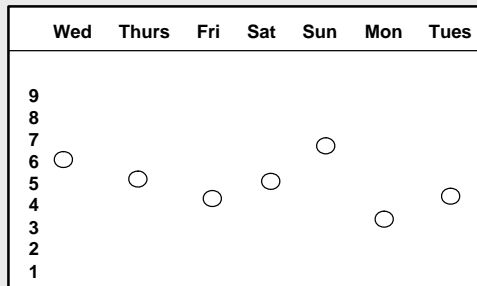
**Group Member's Guidebook: Page 13**

**If Anyone Participated in the Last Module Say:** *Some of you may be continuing CBT from the last module. We'll do a quick review of the module and the practice before we start a new topic.*

#### Quick Mood Scale

**Ask** group members about how they did tracking their moods on their Quick Mood Scales. Make a graph based on one group member's Quick Mood Scale.

- 1. Start** the graph with the day of the week the group meets. If your group meets on a Wednesday, write "Wednesday" or "Wed" in the first space at the top of the graph.
- 2. Ask** for a volunteer from the group to share the numbers on his or her Quick Mood Scale. Make a graph on the board like the example below. If the group member's mood was a 6 on the first day, mark a dot at 6 below "Wed."



- 3.** When you are finished adding dots that represent the volunteer's mood for each day, draw lines between the dots to show how mood can change up and down.

**4. Possible follow-up questions:** *What do notice about your mood during the last week? Your mood was the lowest on [day]. What were your thoughts on that day [integrate thoughts recorded on index cards or guidebooks]? Your mood was higher on [day]. What thoughts were you having on that day? What do you notice about the connection between your thoughts and your mood?*

- 5. Ask:** *What did you do to have more helpful thoughts?*

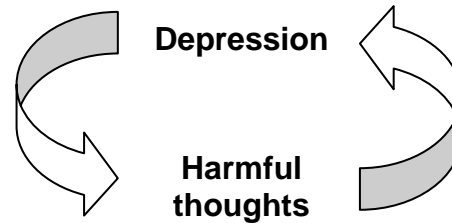
If you were part of the CBT program for the last module (“Thoughts and Your Mood”), you have been practicing CBT skills. How is your practice going? At the end of the last module, we asked you to:

**1. Use the Quick Mood Scale to track your moods and your thoughts.**

**2. Review in your guidebook** the ideas for how to have more helpful thoughts. Try them out and think about which works best for you.

## Last Module

*The key messages from the Thoughts module were:*



### ***Session 1: Your Thoughts and Mood are Connected***

- A thought is a sentence you say to yourself.
- A feeling is an emotion or mood.
- Your thoughts can affect how you feel.
- You can use your thoughts to improve your mood.

### ***Session 2: How to Identify Harmful and Helpful Thoughts***

- A harmful thought can lead to another harmful thought, bringing your mood down.
- A helpful thought can lead to another helpful thought, bringing your mood up.
- You can learn to notice your harmful thoughts by being aware of common ways of thinking.
- You can begin to question your harmful thoughts.
- You can try to think in ways that help you have a healthy mood.

### ***Session 3: Talking Back to Your Harmful Thoughts***

- You can learn ways to talk back to your thoughts to improve your mood.
- You can examine your thoughts to learn more about them and decide if they are harmful or helpful.
- You can learn to replace a harmful thought with a helpful thought.

### ***Session 4: How to Have More Helpful Thoughts to Improve Your Mood***

- You can use strategies to have more helpful thoughts.
- Having more helpful thoughts can improve your mood and help you live the life you want.

# NEW TOPIC: THE CONNECTION BETWEEN ACTIVITIES AND YOUR MOOD

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## LEADER TIPS

**Time: 5 minutes**

**Group Member's Guidebook: Page 16**

Help group members understand that doing activities can help them feel better.

**1. Say:** *In this session, we will talk about what you choose to do each day and how that can affect your mood.*

**2. Go over** the text.

**3. Say:** *The diagram with the arrows shows the connection between activities and your mood. Why do you think the arrows point both ways?*

**4.** Make sure group members understand that when they are depressed, they are less likely to do healthy activities and that when they don't do healthy activities, they are more likely to be depressed.

What you do affects the way you feel. When you are active and do things that are healthy for you, your mood is likely to improve.

Doing activities:

- Can help you feel more positive.
- Creates pleasant thoughts—memories—that stay in your head even after the activity is over.
- Gives you a break from your worries.
- Can help you become healthier physically.

# How Does Depression Get in the Way of Doing Activities?

## LEADER TIPS

**Time: 10 minutes**

**Group Member's Guidebook: Page 16**

**1. Help** group members understand that their lack of interest in activities is a normal part of depression.

**2. Say:** *We have talked about how your mood often improves when you do activities. In a way we are suggesting that doing things is a kind of medicine. Just as you might take a multivitamin every day to help keep your body healthy, you may need to do some pleasant activities every day to keep your mood healthy.*

*But we know that this is not easy. How does depression get in the way of doing healthy activities?*

**3.** Write on the board the group's ideas about how depression gets in the way of doing healthy activities.

**4.** After the group has brainstormed a list, **introduce the text and the check boxes** on the same page.


The thoughts below might get in the way of doing activities. Check any that sound familiar to you. ***They are related to depression. You can feel better, and CBT can help!***

- I don't really feel like doing anything.
- Nothing sounds that enjoyable to me.
- All I want to do is sleep.
- I don't have the energy to take a shower or get dressed.
- I don't deserve to have fun.

*How else does depression get in the way of doing activities?*



lonel  
DESPAIR  
sadness



f e a r  
stress  
indecision

G U I L T   i s o l a t i o n  
exhaustion



## What Activities Did You Used to Enjoy?

### LEADER TIPS

**Time: 10 minutes**

**Group Member's Guidebook: Page 17**

Help group members name at least one activity that they used to enjoy.

- 1. Say:** *Can you remember what you felt like before you became depressed? What activities did you enjoy? We would like to help each of you remember at least one activity that you enjoy now, or that you used to enjoy doing.*
- 2. Ask** group members to share what they used to enjoy doing. Write their ideas on the board.
- 3. Ask** group members to write down one activity that they used to enjoy.

What activities did you enjoy before you became depressed,

***Write down one activity you used to enjoy.***

---

## Coming to Group CBT is a Healthy Activity

### LEADER TIPS

**Time: 10 minutes**

**Group Member's Guidebook: Page 18**

**1. Introduce** the text.

**2. Ask** group members to rate their mood before and after coming to this CBT meeting. Remind them that they can use all the numbers, not just 1, 5, or 9.

Remember that this is the first session for group members who started CBT with the Activities module, but it is not the first session for everybody in the group. Their answers might be different depending on how long they have been coming to CBT.

**3. Caution:** Once in a while, a group member may report that he or she feels worse after coming to CBT. Be very warm and supportive. Tell the individual that it is normal to feel uncomfortable with new activities. Remind the whole group that one of the group rules is that they should tell you if they are unhappy with the group or your treatment. Ask the group member how the group could be better for him or her.

You might say to the group member:

*You did a great job of getting yourself up and to the group meeting. What did it take to accomplish this? What did you have to do to get yourself to come to this group meeting?*

**4. Ask** the whole group: *What did you do to help yourselves get up and out to the group meeting?* After some discussion, you might suggest that group members can use the same strategies when they try to do other activities.

Did you find it hard to come to this CBT group? You are normal! When you are depressed, it is hard to do activities. It is also normal to feel nervous about sharing your feelings with a new group of people.

Give yourself a pat on the back—by coming to the group meeting you are doing a healthy activity to help yourself feel better.

Try to remember how you felt before you came to today's session and rate your mood on the scale. Then rate what your mood is now. Can you see that the effort to do an activity can help you feel better?

## Rate Your Mood Before and After CBT

Before I came to CBT today my mood was (circle one number).	
Best mood	9
	8
	7
	6
OK/average mood	5
	4
	3
	2
Worst mood	1

Now my mood is (circle one number).	
Best mood	9
	8
	7
	6
OK/average mood	5
	4
	3
	2
Worst mood	1



## KEY MESSAGES

---

### LEADER TIPS

**Time: 5 minute**

**Group Member's Guidebook: Page 19**

- 1. Say:** *Today we've talked about the relationship between your mood and the activities you do. Remember that when you do an activity, you also create memories and healthy thoughts. You can improve your mood by doing healthy activities.*
- 2. Read** the key messages aloud.
- 3. Ask** group members if they have any questions or comments.
- 4. Help** group members feel hopeful that CBT can help them get over their depression.

- What you do can affect how you feel.
- It is common for people who have depression to lose interest in doing activities.
- Doing healthy activities can help you feel better. And when you feel better, you will feel more like doing healthy activities.



# PRACTICE

## LEADER TIPS

**Time: 10 minutes**

**Group Member's Guidebook: Page 19**

### Practice

**Say:** *I would like to talk about the importance of practicing the skills you learn in the group. Some of you may be thinking: "what do you mean by practice?" Practice means doing brief activities on your own outside of the group.*

*You can think of the skills you learn here as tools to use in your everyday life to improve your mood. By trying out your new skills at home while you are still coming here, you can report back to the group and let us know what worked for you and what didn't work. Then we can come up with ways to make them work better.*

### The Quick Mood Scale

**1. Say:** *Each week, we would like all of you to keep track of your mood using the Quick Mood Scale. There is a copy of the Quick Mood Scale in your guidebook at the end of every session. With the Quick Mood Scale, you can learn to recognize how you are feeling and how your thoughts and behaviors affect your mood. This will help you to learn which thoughts and behaviors improve your mood and which make it worse.*

**2. Draw** the Quick Mood Scale on the board or ask group members to look in their guidebooks.

**3. Say:** *The Quick Mood Scale runs from 1 to 9, with 1 indicating a worst mood and 9 indicating a best mood. Each day, you circle the number that indicates what your mood was that day. This important tool will help you see the progress you are making in improving your mood through CBT.*

**4. Go over** the instructions that are on the top of the Quick Mood Scale located on page 20 of the Group Member's Guidebook.

### **Do an Activity That You Used to Enjoy**

**5.** Remind group members that each of them thought of at least one activity that they used to enjoy. Their practice includes actually *doing* the activity.

**6. Say:** *We encourage you to do these projects, even though you may not feel like it. They are an important part of the treatment process. You are here for only a short time, and eventually you will have completed the entire CBT program. Once you have completed the group therapy, the skills you have learned will help you keep your mood healthy. Therefore, it is important that you try them out until you feel confident that you can use them on your own.*

**7. Ask:** *Does anybody have any questions about the practice activities?*

This treatment will be successful for you if you learn skills for managing your mood and you feel confident using these skills in your daily life. You will need to practice. If you don't practice the skills, you won't learn them.

Each session's practice will consist of one or more projects that everybody in the group will do. This session's practice is:

**1. Track your mood using the Quick Mood Scale.** The Quick Mood Scale and instructions for how to use it are on the next page. The scale provides a "quick" way for you to keep track of your moods. Try to complete the Quick Mood Scale at the same time each day—for example, before you go to sleep each night. As the treatment progresses, and as you practice the skills you learn in each session, you will probably find that your mood improves.

**2. Do an activity that you used to enjoy.**

***What activity will you do?***

---

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## QUICK MOOD SCALE

### Instructions

- Fill in the days of the week across the top of the scale. For example, if you start rating your moods for the week on a Wednesday, write “Wednesday” (or “W”) on the first line, “Thursday” (or “Th”) on the second line, etc. You can also write down the date (4/15, 4/16, etc.) if you want to keep track of how you are improving from week to week.
- Keep the scale beside your bed. Before you go to bed, think about your mood for the day and circle a number that matches your mood.
- Try to use all the numbers, not just 1, 5, or 9.
- There is no right answer. Only you know how you have felt each day.
- If you want to track your mood over a period of time longer than a week, write down the number rating for your daily moods on a calendar.

Day of the Week							
<b>Best mood</b>	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
<b>OK/average mood</b>	6	6	6	6	6	6	6
	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
<b>Worst mood</b>	2	2	2	2	2	2	2
	1	1	1	1	1	1	1



# FEEDBACK

## LEADER TIPS

**Time: 2 minutes**

**Group Member's Guidebook: Page 21**

- 1. Encourage** group members to comment on the session. When you plan later sessions, you can think about their comments and, as much as possible, tailor the treatment to the individuals in the group.
- 2. Read aloud** the questions. Stop after each question and ask the group if they have any comments.

The group leaders will ask for your comments about the session. They might ask the following questions:

- What was helpful about today's session?
- What was less helpful?
- What did you learn that was most helpful in terms of improving your mood?
- What suggestions do you have to improve your treatment?



## LOOKING AHEAD

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### LEADER TIPS

**Time: 1 minute**

**Group Member's Guidebook: Page 21**

The purpose of the preview is to encourage group members to return for the next session by giving them a glimpse of the topic to be covered. Group members are welcome to read ahead.

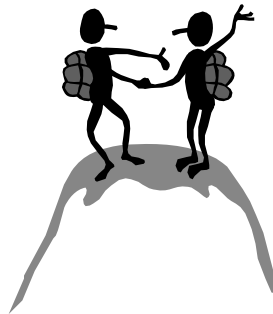
**Say:**

*The guidebooks are yours to keep, but **please bring them to each session.***

*In the next session we will talk about how you can make a plan to do a new activity.*

*Congratulations for attending the group. Coming to the group is a big step in improving your mood.*

In the next session we will talk about how to think of new activities you might enjoy doing.



# GROUP LEADER SELF-EVALUATION FORM: ACTIVITIES, SESSION 1

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## ***Instructions***

Taught/Done: Were you able to cover the material? If you didn't do this in this session but you do it later, when it is done write in the date you covered it.

Difficult to Teach: How hard was it to teach this part of the session? If it was neither easy nor hard, you can write "medium."

	<b>Taught/Done? (Yes/No)</b>	<b>How Difficult Was It to Lead This Part of the Session? (Easy/Hard)</b>
Welcome	_____	_____
Purpose and Outline	_____	_____
Announcements	_____	_____
Group Rules	_____	_____
Introductions	_____	_____
What is Depression?	_____	_____
What is Cognitive Behavioral Therapy (CBT)?	_____	_____
How Does CBT Treat Depression?	_____	_____
How Have You Been Feeling?	_____	_____
Review		
Practice	_____	_____
Last Module	_____	_____
New Topic: The Connection Between Activities and Your Mood		
How Does Depression Get in the Way of Doing Activities?	_____	_____
What Activities Did You Used to Enjoy?	_____	_____
Coming to Group CBT is a Healthy Activity	_____	_____
Key Messages	_____	_____
Practice	_____	_____
Feedback	_____	_____
Looking Ahead	_____	_____



## SESSION 2: DOING A NEW ACTIVITY

### LEADER TIPS

#### Materials Needed:

**Group Member's Guidebook** ("Activities and Your Mood")—a few copies to loan in case some group members forget to bring their guidebooks

**Pens**—enough for everyone in the group

**Dry erase board**, chalkboard, or large sheets of paper to present material to group

**Kleenex** or other facial tissue

A **timer** or quiet alarm clock—this is optional

#### Group Leaders' Goals:

- Review the connection between activities and mood.
- Help group members learn how to get up and do an activity even when they don't feel like it.
- Help group members identify a new healthy activity that they might enjoy.

### LEADER TIPS

#### Welcome Group Members

As group members arrive, greet them by name. Ask them informally how their practice went.

#### Purpose and Outline

**Group Member's Guidebook: Page 23**

**Introduce** the Purpose and Outline.

## **PURPOSE**

- Find a way to do activities even when you don't feel like it.
- Get some ideas for activities you might like to do.
- Make a commitment to doing a new activity.

## **OUTLINE**

- I. Announcements
- II. Review
- III. New Topic: Doing New Activities
  - A. The Link between Activities and Mood: A Chaining Activity
  - B. Getting Past Depression: Doing Activities Even When You Don't Feel Like It
  - C. How to Get Ideas for Activities
  - D. Think about Activities that You Can Do
  - E. More Ideas for Healthy Activities
- IV. Key Messages
- V. Practice
- VI. Feedback
- VII. Looking Ahead



# ANNOUNCEMENTS

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The group leader will make any announcements that might be necessary.

Is there anything you would like to let the leader know about?



# REVIEW

## LEADER TIPS

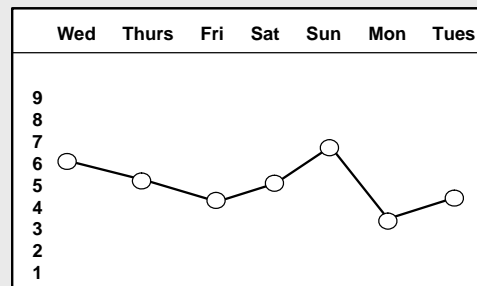
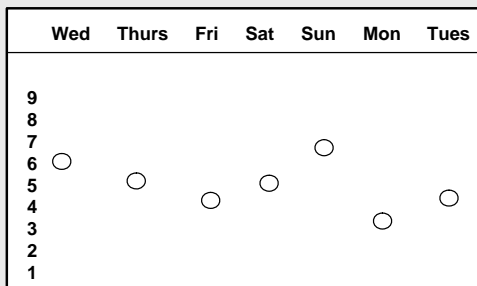
**Time: 15 minutes**

**Group Member's Guidebook: Page 24**

### Quick Mood Scale

Ask group members about how they did tracking their moods on their Quick Mood Scales. Make a graph based on one group member's Quick Mood Scale.

- 1. Start** the graph with the day of the week the group meets. If your group meets on a Wednesday, write "Wednesday" or "Wed" in the first space at the top of the graph.
- 2. Ask** for a volunteer from the group to share the numbers on his or her Quick Mood Scale. Make a graph on the board like the example below. If the group member's mood was a 6 on the first day, mark a dot at 6 below "Wed."



- 3.** When you are finished adding dots that represent the volunteer's mood for each day, **draw** lines between the dots to show how mood can change up and down.

**4. Say:** *What did you notice about your mood during the past week? What activities did you do on the day that your mood was the lowest? What activities did you do on the day that your mood was the highest? Help group members to notice the connection between doing more healthy activities and improved mood.*

### Doing an Activity You Used to Enjoy

**Ask:** *Were you able to do an activity that you used to enjoy? How was it? If not, what got in the way?*

## Practice

In Session 1, we talked about some practice activities. How did your practice go?

- 1. Track your mood using the Quick Mood Scale.***
- 2. Do an activity that you used to enjoy.***

## Last Session

### LEADER TIPS

**Time: 5 minutes**

**Group Member's Guidebook: Page 25**

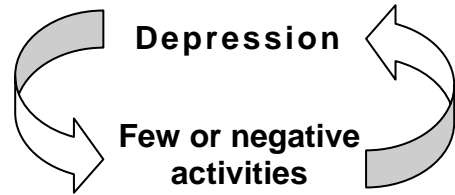
**1.** It may be difficult for group members to remember what you talked about in the last session. Use this time to remind them of the key messages, and to help them understand how today's lesson follows.

**2. Say:** *In the last session, we talked about the connection between activities and mood. Do you remember the diagram with the arrows? It shows that there is a connection and that it works both ways: when you do activities, your mood will improve. And when your mood improves, you will feel like doing more activities.*

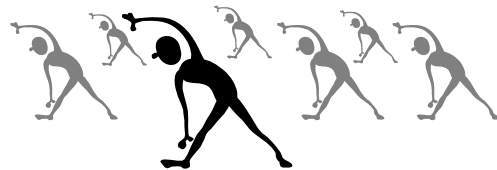
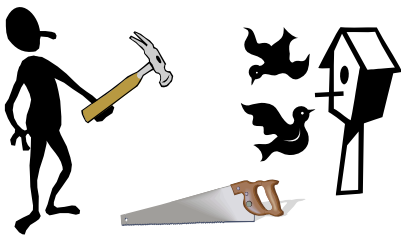
**3. Review** the key messages.

**Key messages from last session are:**

- What you do can affect how you feel.
- It is common for people who have depression to lose interest in doing activities.
- Doing healthy activities can help you feel better. And when you feel better, you will feel more like doing healthy activities.



Today we will talk more about the connection between activities and mood. You will get some ideas for new activities that you might enjoy.



# NEW TOPIC: DOING NEW ACTIVITIES

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## The Link between Activities and Mood: A Chaining Activity



### LEADER TIPS

**Time: 30 minutes**

**Group Member's Guidebook: Page 26**

(**Note:** This review activity is repeated in the other modules. In this module the focus is on activities.)

**1. Say:** *We have talked about how the downward spiral of depression can begin with a simple fact, or event. For example, "I got a divorce." The event doesn't have to be big. It could be that you lost your house keys or were late to work.*

*We will do a "chaining" exercise in which you can see how your mood can spiral down or up, in a continuous chain, depending on what you do. The goal of the exercise is to help you understand that what you do affects how you feel, and that you can make choices about how you spend your time that can make you feel better or worse.*

*An example of this exercise is included in your guidebook, but we will do one together on the board.*

**2.** Quickly **draw** on the board the numbers 1 through 9, with 9 at the top, 8 on the next line below the 9, etc. (See the example on next page.)

**3. Say:** *Just like the Quick Mood Scale, the chaining activity uses a scale of 1 to 9 to rate your mood. "1" is the worst mood and "9" is the best. The chaining activity begins with a fact or an event. Can anybody suggest a statement of a fact that we can put in the middle on line #5? Would you like to share something that happened recently?*

Use a real event in one of the group member's lives and use the chaining activity to illustrate how activities can help that person feel better or worse. An example is provided on the next page.

9.
8.
7.
6.
5.
4.
3.
2.
1.

**4.** Now I'd like you to think about something you might do that would bring your mood down to a 4. What would bring you down just one step?

If you are working with a person in the group, **ask** other group members to help him or her think of activities he or she might do that would make the mood worse.

If the first response seems too drastic, check with the group for guidance by saying: *If you did [name the activity that the group member just suggested], would it bring your mood down to a 4? Or even lower?* Write the activity next to the number where the group feels it belongs.

If someone in the group suggests a thought instead of an activity, **say:** *If you had that thought, what might you do?* Write the activity on the board.

**5.** Next **ask** for an activity that would lead to a mood of about 3, and write it on the board next to the 3. Do the same for moods rated 2 and 1.

Note: While it is best to complete all the numbers, you do not need to fill in all the numbers in this exercise. If group members understand the idea, just fill in one or two going down and one or two going up.

9.
8.
7.
6.
5.
4. Go out but nothing to do.
3. Stay home all day.
2.
1.

**6. Complete the rest of the chaining activity spiraling up. Say:** *Let's return to the statement of fact that we wrote down at number 5. What might you do that would bring your mood up to a 6?*

**Repeat the process for moods up to 9.**

9. Join a hiking group
8. Meet a friend at the movies.
7.
6. Take a walk outside.
5.
4. Go out but nothing to do.
3. Stay home all day.
2.
1.

**7. Ask group members if they understand that what they do can make them feel better.**

**8. Say:** *Now try the same activity on your own-fill in the blanks in the table in your guidebook.*

**9. Here is another example.**

9. Join a bowling league.
8. Go bowling with my new friend.
7. Make a new friend at work.
6. Join a divorce support group.
5. I got a divorce.
4. Don't see old friends who knew my husband too.
3. Don't answer the phone.
2. Don't get dressed on weekends.
1. Stay in bed all day.

## Instructions

1. In the table on the next page, **write a statement of a fact or an event** on the line next to #5.
2. Think about things you could do that would bring your mood down. What activity might bring your mood down just a little? Don't take a step that is too big. Choose an activity instead of a thought and make sure it is realistic. **Write that activity next to #4.**
3. **Think of a continuous chain of activities** that make you feel worse, until your mood is at its lowest. Write that chain of activities on lines #3, #2, and #1.
4. Complete the rest of the chaining activity spiraling up. What is an activity that would make your mood improve just a little? **Write that activity next to #6.**
5. Fill in lines #7 and #8.
6. What activity might make you really happy? **Write that next to #9.**

**Example** 

<b>Best mood</b>	9.	Join a bowling league.
<b>↑</b>	8.	Go bowling with my new friend.
	7.	Make a new friend at work.
	6.	Join a divorce support group.
<b>Okay/ average mood</b>	5.	<b>I got a divorce.</b>
<b>↓</b>	4.	Don't see old friends who also knew my husband.
	3.	Don't answer the phone.
	2.	Don't get dressed on weekends.
<b>Worst mood</b>	1.	Stay in bed all day.

**Your Chaining Activity** 

<b>Best mood</b>	9.	
<b>↑</b>	8.	
	7.	
	6.	
<b>Okay/ average mood</b>	5.	<b>Statement of a fact or an event</b> _____
<b>↓</b>	4.	
	3.	
	2.	
<b>Worst mood</b>	1.	

The chaining activity illustrates that:

- When you do one activity, you often start a chain--one activity could lead to another activity, other thoughts, other feelings, and contacts with other people. In general, more helpful activities lead to more helpful thoughts and feelings. So it is important to keep in mind that you have some choice in the thoughts and activities you engage in.
  
- Activities are linked to mood. When you feel down, it may be hard to find the energy to do healthy activities. But when you do activities you are more likely to:
  - Feel happier and healthier.
  
  - Have positive thoughts about yourself and your life.
  
  - Have healthy contact with other people.

# Getting Past Depression: Doing Activities Even When You Don't Feel Like It



## LEADER TIPS

**Time:** 10 minutes

**Group Member's Guidebook:** Page 29

**1. Say:** *You know that doing activities can make you feel better, but you also know that depression can get in the way of your desire to do anything. This puts you in a difficult spot.*

**2. Introduce** the text. Give the group time to fill in answers.

### ***Depression presents a sneaky problem.***

When you are depressed you often don't feel like doing activities ...

but

... activities can help you feel less depressed.

How can you solve this problem? What thoughts might help you to do an activity even when you don't feel like it? Try to finish these sentences to help you get going.

1. Yes, I don't feel like doing an activity, but \_\_\_\_\_

\_\_\_\_\_

2. If I don't do an activity, I will feel \_\_\_\_\_

\_\_\_\_\_

3. If I do an activity, I might feel \_\_\_\_\_

\_\_\_\_\_

## How can you increase the chances that you will do a healthy activity?

### **Act “as if.”**

Even if you are feeling down, see what it feels like to act “as if” you feel good. Smile, even if you don’t feel like smiling. Research shows that smiling can help people feel better.

The same applies to doing activities. Try to do an activity even if you don’t feel like it. You might be surprised at how your mood improves.



### **Make a move by taking small steps.**



Once you get started doing an activity, it is easier to keep going. What small step could you take right now? If you are standing in your living room, you could either sit down or put on your walking shoes. **Make a move**—put on your walking shoes. What step could you take next? Opening the door? Take one step or walk to the end of the block. See what happens next!

## How to Get Ideas for Activities

### LEADER TIPS

**Time: 30 minutes**

**Group Member's Guidebook: Page 31**

**Say:** *We have talked about how to get around depression and get started doing some activities. But how do you get ideas for what to do? Here are three ideas.*

**1. Introduce** the first point under number one. Stop and ask group members if that question gives them any ideas for activities they might do. Ask one group member to share his or her idea. Discuss the rest of the points.

**2. Introduce** the text under number 2. Draw the table on the board and explain it. Ask group members to suggest activities and write them down in the boxes on the board.

After the group has finished suggesting activities, **ask the group these questions.**

*Do you all like to do the same things? What are some differences?*

*Did your mood change just by thinking about activities that you could do?*

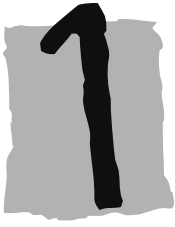
*Were you surprised at how many free activities there are?*

**Ask** the group to make a commitment to do one of the activities before the group meets again. They can sign their name and the date to seal their commitment.

**Note:** It is important to identify activities specific to the group's location. Name some parks, movie theaters, video stores, or museums that group members might go to in your local area.

**3. Say:** *Activities tend to be of four different types. When you are trying to think of activities, it might be helpful to think about these types.*

Go over the points in number 3.



## **Ask yourself some questions that get you thinking.**

For example:

- Before you were depressed, did you have plans to try something you had never done before?
- What have you been meaning to do, but keep putting off?
- What were your dreams when you were a child? What did you want to “be” when you grew up? Do those dreams give you ideas for something new you might try?
- What do other group members enjoy? What do your family, friends, or coworkers enjoy?
- When you look at the newspaper or walk outside, do you see people doing healthy activities that you could do?



## **Think about activities that you can do:**

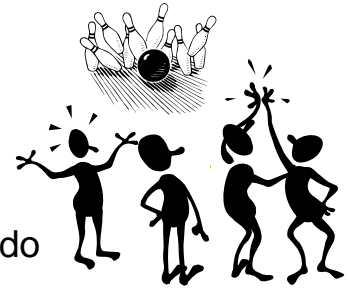
- ***Alone***
- ***With other people***
- ***For free***
- ***Quickly and simply***

### ***It is good to have activities you can do alone.***

- You can control when you do them and you are not dependent on anyone else.
- It is important to have time alone to think and enjoy your own thoughts.

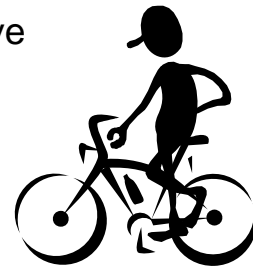
***It is also good to have activities you can do with other people.***

- Pleasant contacts with people often make us feel better.
- Other people may increase your motivation to do the activity.
- Doing fun stuff together helps people enjoy each other more, and can build and improve relationships.



***Activities that are inexpensive or free are important.***

- You can do more of them.
- You won't feel stressed because you are spending money.
- You can do them at any time, whether you have extra money or not.



***Activities that don't take too much time are important.***

- You can do more of them.
- They are useful when you are busy and can't find a lot of time.
- Brief activities give you a glimpse of the beauty of the world.

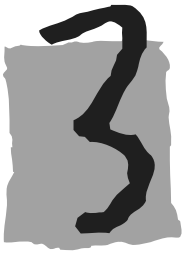
## Healthy Activities: What Could You Do?

Alone	
With other people	
Free or low cost	
Short and simple	

***“I will do one or more of these activities before the next CBT session.”***

---

*Your Signature*



It may be helpful to think about healthy activities in four general categories.

**Self-care activities** are the things you do to take care of yourself and the business of your life. For example:

- Taking a shower
- Getting to sleep on time
- Paying the electric bill

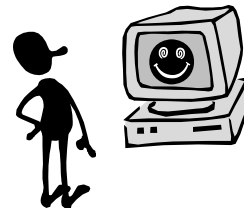


**Fun activities** are simple, healthy things you do that bring you pleasure. For example:

- Going to a movie with a friend
- Walking
- Listening to music
- Watching a bird in a tree

**Learning activities** give you a sense of accomplishment or of having learned to do something well. For example:

- Learning how to work a computer
- Starting an exercise program
- Reading a book or newspaper
- Practicing the CBT skills



**Meaningful activities** fit with your values. Meaningful activities boost your healthy self image and bring purpose to your life. For example:

- Being a good parent or friend
- Working
- Letting somebody else go first in line
- Participating in church, social, political, or community activities

## More Ideas for Healthy Activities

### LEADER TIPS

**Time: 10 minutes**

**Group Member's Guidebook: Page 35**

**1. Say:** *Hopefully, you are getting some ideas about activities that you used to enjoy or activities that are new to you that you would like to try. This list includes over 50 ideas for healthy activities. What activities would you like to try?*

**2. Allow time** for group members to add their own ideas at the end of the list.

**Note:** The individuals in your group may enjoy activities that are not mentioned in the guidebook, or that are not on the list of examples. Think about who is in your group and examples that might fit them. Your group might include:

#### **Mothers**

- Take children to the park where other mothers are.
- Attend story time at the library.
- Go to movie matinees for mothers and babies.

#### **Middle aged and older Latina women**

- Go to play bingo at church.
- Invite friends over for coffee and dessert.
- Join a church group.

#### **People with physical illnesses or conditions**

- Join a support group with others who have the same health problem.
- Join a book group.
- Start writing a journal.
- Spend play time with family and children.

Help them think of ideas, and ask for ideas from other group members.

Here are some ideas of healthy activities that you could do.



1. Wear clothes you like
  2. Listen to the radio
  3. Watch people
  4. Look at clouds
  5. Eat a good meal
  6. Help a neighbor mow the lawn
  7. Care for a houseplant
  8. Show an interest in what others say
  9. Notice good things that happen
  10. Give a compliment or praise someone
  11. Talk about sports or current events
  12. See beautiful scenery
  13. Take a walk
  14. Make a new friend
  15. Go to a movie or play
  16. Go to a museum
  17. Play cards or chess
  18. Watch a sunset
  19. Do artwork or crafts
  20. Learn something new
  21. Collect things
  22. Join a club
  23. Read something inspiring
  24. Volunteer at the animal shelter
  25. Go to a garage sale
  26. Help someone
  27. Rearrange your room or house
  28. Talk on the telephone
  29. Volunteer
  30. Accept a compliment
  31. Read books, magazines, or poetry
  32. Daydream
  33. Brush your teeth
  34. Cook a good meal
  35. Do crossword puzzles
  36. Take a long bath or shower
  37. Talk about old times
  38. Write stories or poetry
  39. Spend time with friends
  40. Sing
  41. Go to church
  42. Read the newspaper
  43. Go to a meeting or a lecture
  44. Exercise
  45. Solve a personal problem
  46. Listen to music
  47. Do outdoor work
  48. Get a haircut or your hair done
  49. Pray
  50. Sit in the sun
  51. Have peace and quiet
  52. Go to a park, fair, or zoo
  53. Write letters
  54. Listen to birds sing
  55. Go to the library
  56. Keep a clean house
  57. Plant flower seeds
  58. Spend play time with family/children
  59. Eat a piece of fresh fruit
  60. Do your laundry
  61. Shine your shoes
  62. Recycle
  63. Practice playing the guitar
  64. Take a class
  65. Improve your math or reading skills
  66. Have the oil changed in your car
  67. Learn yoga or Tai Chi
- Add your own ideas for healthy activities.**
68. \_\_\_\_\_
69. \_\_\_\_\_
70. \_\_\_\_\_
71. \_\_\_\_\_



## KEY MESSAGES

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### LEADER TIPS

**Time:** 5 minute

**Group Member's Guidebook:** Page 36

**1. Read** the key messages aloud.

**2. Say:** *Congratulations! You have completed two sessions in this module. You are working hard to get over your depression, and you can feel better.*

- Because of your depression, it may feel difficult to get started doing healthy activities.
- Remember that activities can be things you do alone, with other people, or for free. They can be short and simple.
- Activities can fall into four categories: self-care, fun, learning, and meaningful.



## PRACTICE

### LEADER TIPS

**Time: 10 minutes**

**Group Member's Guidebook: Page 36**

- 1. Explain** to group members that from now on the Quick Mood Scale will include a place at the bottom to write down how many healthy activities they do each day
- 2. Remind** group members that they made a commitment to doing a new healthy activity.

**1. Track your mood using the Quick Mood Scale.** Notice that at the bottom there is a place for you to keep track of how many healthy activities you do each day.

**2. Do one or more new activities.** They can be activities:

- You do alone
- You do with other people
- That are free or low cost
- That are quick and simple

They can be any of the four types of activities:

- Self-care
- Fun
- Learning
- Meaningful

**Hint:** You don't have to feel like doing something to start doing it. Do an activity anyway.

## QUICK MOOD SCALE

### Instructions

- Fill in the days of the week across the top of the scale. For example, if you start rating your moods for the week on a Wednesday, write “Wednesday” (or “W”) on the first line, “Thursday” (or “Th”) on the second line, etc.
- Keep the scale beside your bed. Before you go to bed, think about your mood for the day and circle a number that matches your mood.
- Try to use all the numbers, not just 1, 5, or 9.
- There is no right answer. Only you know how you have felt each day.
- If you want to track your mood over a period of time longer than a week, write down the number rating for your daily moods on a calendar.
- Try to remember about how many healthy activities you did each day and write the number at the bottom of each column.

Day of the Week							
<b>Best mood</b>	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
<b>OK/average mood</b>	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
<b>Worst mood</b>	1	1	1	1	1	1	1
<b>How many healthy activities did you do each day?</b>							



## FEEDBACK

### LEADER TIPS

**Time: 2 minutes**

**Group Member's Guidebook: Page 38**

- 1. Encourage** group members to comment on the session. When you plan later sessions, you can think about their comments and, as much as possible, tailor the treatment to the individuals in the group.
- 2. Read aloud** the questions. Stop after each question and ask the group if they have any comments.

The group leaders will ask for your comments about the session. They might ask the following questions:

- What was difficult about today's session?
- What did you learn that was most helpful in terms of improving your mood?
- What suggestions do you have to improve your treatment?



## LOOKING AHEAD

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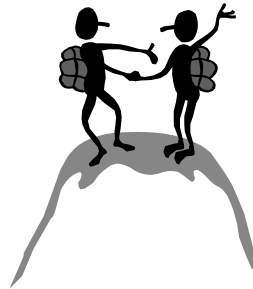
### LEADER TIPS

**Time: 1 minute**

**Group Member's Guidebook: Page 38**

Let group members know that in the next session you will begin talking about specific ways that they can overcome the obstacles that get in the way of doing activities.

Session 3, in the “Activities and Your Mood” module is called “Overcoming Obstacles to Doing Healthy Activities.”



# GROUP LEADER SELF-EVALUATION FORM: ACTIVITIES, SESSION 2

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## ***Instructions***

**Taught/Done:** Were you able to cover the material? If you did not do it this session but did it later, when it is done write in the date you covered it.

**Difficult to Teach:** How hard was it to teach this part of the session? If it was neither easy nor hard, you can write “medium.”

	<b>Taught/Done? (Yes/No)</b>	<b>How Difficult Was It to Lead This Part of the Session? (Easy/Hard)</b>
Welcome	_____	_____
Purpose and Outline	_____	_____
Announcements	_____	_____
Review		
Practice	_____	_____
Last Session	_____	_____
New Topic: Doing New Activities		
The Link Between Activities and Mood: A Chaining Activity	_____	_____
Getting Past Depression: Doing Activities Even When You Don't Feel Like It	_____	_____
How to Get Ideas for Activities	_____	_____
More Ideas for Healthy Activities	_____	_____
Key Messages	_____	_____
Practice	_____	_____
Feedback	_____	_____
Looking Ahead	_____	_____



# SESSION 3: OVERCOMING OBSTACLES TO DOING HEALTHY ACTIVITIES

## LEADER TIPS

### Materials Needed

**Group Member's Guidebook** (“Activities and Your Mood”)—a few copies to loan in case some group members forget to bring their guidebooks

**Pens**—enough for everyone in the group

**PHQ-9 depression measure**—enough copies for everyone in the group

**Dry erase board, chalkboard,** or large sheets of paper to present material to group

**Kleenex** or other facial tissue

**A timer** or quiet alarm clock—this is optional

### Group Leaders' Goals

- Help group members feel good about themselves for starting to at least think about doing activities.
- Help group members identify the obstacles that get in the way of doing healthy activities.
- Give group members some ideas for how to keep going and overcome obstacles.
- Reinforce the connection between activities and mood, and the importance of doing activities to feel better.

## **LEADER TIPS**

### **Welcome Group Members**

- Greet group members by name. Ask them informally how their practice went.
- Pass out the PHQ-9 depression measure. Ask group members to fill it out, put their names on it, and return it to you. Tell group members that you will talk more about it later.
- Scan the questionnaires quickly as you collect them. Notice any major changes in the severity of group members' depression symptoms, including thoughts of suicide. If a group member reports thoughts of suicide, consult with your supervisor.

### **Purpose and Outline**

**Group Member's Guidebook: Page 40**

**Introduce** the Purpose and Outline.

## **PURPOSE**

- Identify the obstacles that may come up as you begin to do healthy activities.
- Learn how to overcome obstacles.
- Learn how to create balance in your life with a variety of activities.

## **OUTLINE**

- I. Announcements
- II. How Have You Been Feeling?
- III. Review
- IV. New Topic: Overcoming Obstacles
  - A. Problem Solving
  - B. Pacing Yourself
  - C. Balancing Your Activities
  - D. Predicting Pleasure
- V. Key Messages
- VI. Practice
- VII. Feedback
- VIII. Looking Ahead



# ANNOUNCEMENTS

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The group leader will make any announcements that might be necessary.

Is there anything you would like to let the leader know about?

# HOW HAVE YOU BEEN FEELING?

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## LEADER TIPS

**Time: 5 minutes**

**Group Member's Guidebook: Page 41**

1. **Read aloud** the text in the Group Member's Guidebook.
2. After the session, **compare** each group member's survey to the ones he or she has filled out before. This comparison will allow you to monitor each group member's progress.

The questionnaire you filled out at the beginning of Session 1 and again today is called the "Patient Health Questionnaire" or PHQ-9 for short. It allows you and your group leaders to check how you are feeling today and to keep track of how you are feeling while you are attending the group.



# REVIEW

## Practice

### LEADER TIPS

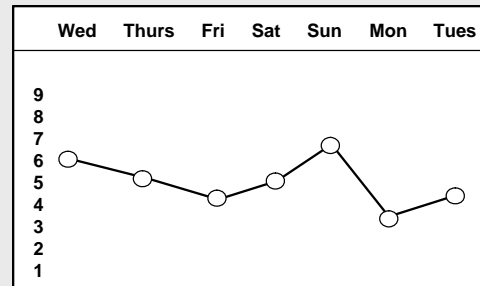
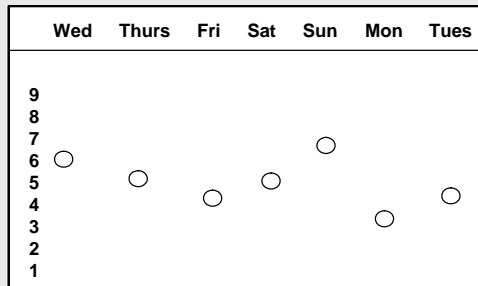
**Time: 15 minutes**

**Group Member's Guidebook: Page 42**

#### Quick Mood Scale

Ask group members about how they did tracking their moods on their Quick Mood Scales. Make a graph based on one group member's Quick Mood Scale.

1. Start the graph with the day of the week the group meets. If your group meets on a Wednesday, write "Wednesday" or "Wed" in the first space at the top of the graph.
2. Ask for a volunteer from the group to share the numbers on his or her Quick Mood Scale. Make a graph on the board like the example below. If the group member's mood was a 6 on the first day, mark a dot at 6 below "Wed."



3. When you are finished adding dots that represent the volunteer's mood for each day, draw lines between the dots to show how mood can change up and down.
4. **Say:** *How many healthy activities did you do on the day your mood was the lowest? What about the day that you had the highest mood? How many healthy activities did you do on that day? What got in the way of doing more healthy activities? What did you notice about the connection between the number of healthy activities you did and your mood each day?*

#### Doing a New Activity

5. **Ask:** *Did you do the activity that you planned? How did it go?* Link group members' attempts to do a new activity to their Quick Mood Scale ratings.

**1. Track your mood using the Quick Mood Scale.**

Did you track your mood using the Quick Mood Scale? Did you count the number of healthy activities you did each day?

**2. Do a new activity.** Were you able to do the new activity you committed to doing? How did you make it happen? How did you feel after doing the activity? If not, what got in the way?

## Last Session

### LEADER TIPS

**Time:** 5 minutes

**Group Member's Guidebook:** Page 42

**1.** It may be difficult for group members to remember what you talked about in the last session. Use this time to remind them of the key messages, and to help them understand how today's lesson follows.

**2. Say:** *In the last session, we talked about how depression can make it difficult to get going and do new activities. You also made a list of activities. Some you can do alone, some with others, some for free, and some quickly and simply. You signed a commitment to do one of those activities.*

**3. Say:** *We also talked about different categories of activities. Can anybody name an activity that would be a self-care activity? A fun activity? Learning? Meaningful?*

**4. Say:** *Finally, we looked at a long list of ideas for activities you could do.*

**5. Review** the key messages.

### ***Last session's key messages were:***

- Because of your depression, it may feel difficult to get started doing healthy activities.
- Remember that activities can be things you do alone, with other people, or for free. They can be short and simple.
- Activities can fall into four categories: self-care, fun, learning, and meaningful.



# NEW TOPIC: OVERCOMING OBSTACLES

## Problem Solving

### LEADER TIPS

**Time: 30 minutes**

**Group Member's Guidebook: Page 43**

**1. Say:** *We have talked about how depression gets in the way of doing activities. But now many of you have done an activity and are planning to do more. Today we are going to talk about how to keep going once you get started.*

**2. Say:** *First, we are going to look at a technique called problem solving. You probably already use aspects of problem solving. But it's easy to forget to use problem-solving skills when we are under stress. Understanding the steps can be useful.*

**3. Ask** the group to look at the page in their guidebooks that has the picture of the detective at the top. **Say:** *CBT requires that you be a good detective. Now we are going to ask you to examine the things that get in the way of doing activities.*

#### **Step 1: Identify the problem (obstacles)**

**1. Say:** *The first step is to figure out what the obstacles are. In other words, you need to answer some questions: "What is keeping me from doing activities?" Or, "I did one activity, what is keeping me from doing more?"*

**2. Ask** group members to brainstorm a list of things that get in the way of doing activities. First tell the group what it means to "brainstorm."

- Brainstorming is a group method for problem solving.
- It involves working together to make a list of ideas.
- All group members should join in.
- They should feel free to make any suggestion even if it seems a little strange.
- The group will not laugh at or criticize any ideas.

**3. Make** a list of the group's ideas on the left side of the board under the heading "Obstacles." An example of what the list might look like is shown below, except that the group's brainstorming is likely to produce more ideas. If you have group members who do not read well, you may want to include simple pictures of the obstacles next to the words.

Some group members may have brought up specific obstacles during the review of their practice activities. They may not have completed practice due to an obstacle. Make sure the list includes examples of obstacles that group members have already shared.

Obstacles	
1. No time	
2. No money	
3. Tried an activity and didn't like it	
4. No energy (don't feel like doing anything)	
5. Too many work or family obligations	
6. My harmful thoughts	
7. Planned a lot of activities and felt overwhelmed	
8. Don't think I'll enjoy a new activity	
9. No transportation	
10. Physical pain	

## Step 2. Think of solutions to the problem

**1.** Keep the list on the board. **Say:** *Congratulations on identifying so many obstacles. You have just taken the first step toward overcoming these obstacles. The second step is to think about all the possible ways you can get around these obstacles, without deciding if it's the right solution. There should be several possible solutions.*

**2. Say:** *First, I have a little story to tell you about getting over obstacles. Some researchers did a study with several classrooms of school children. They showed all the children a picture of a young man in a wheel chair. They asked some of the children **if** the man could drive. Those children overwhelmingly said "no" and left it at that. In other classrooms, they asked the children **how** the man could drive. Those children came up with many ideas. The lesson from this story is that we should all ask ourselves **how** we can do something, **not whether we can.***

**3.** Ask the group to think of solutions to obstacle #1. Remind them that they are just brainstorming. They don't need to think about whether a solution is really the right one.

**4.** Write down on the board the solutions they come up with for each of the obstacles they named. Depending on who is in your group, you may want to emphasize different ideas and different skills than those presented in the example.

Obstacles	Solutions
1. No time.	Activities don't have to be big, or take a long time. Make time for activities; schedule them into your life.
2. No money	Activities don't have to be expensive. Look at the list of activities in this guidebook for some ideas. Do free activities. Save up money to do a special activity once in a while.
3. Tried an activity and didn't like it	Try it one more time to make sure. Do something different to make it more enjoyable; maybe take a friend. Or try a different activity the next time. There are lots to choose from.
4. No energy (don't feel like doing anything)	Remember the cycle. You may have more energy after you do an activity. Try doing an activity as an experiment and see how you feel afterward.
5. Forgot what I like to do	When you get an idea for something you would like to do, write it down so you don't forget. Look at the list of activities in this guidebook and see if you get any ideas.
6. My harmful thoughts;	Remind group members that Thoughts is one of the CBT modules. Ask those who have already been through the Thoughts module how they learned to change their thoughts to help them do more activities.
7. Planned a lot of activities and felt overwhelmed	Take it slow. You don't have to do everything at once. Choose one or two activities and do those first.
8. Don't think I'll enjoy the activity	Try doing the activity anyway, and see if you enjoy it more than you expected to.
9. No transportation	Look for free transportation; get a ride from a friend or acquaintance; walk; bicycle; ride the bus; get reduced-price bus tokens.
10. Physical pain	Do things at home. Invite people over. See a doctor for pain management.

### Step 3. Choose the solution that makes the most sense

**Say:** Now that you have *identified* the problem and *thought* about all the possible solutions, it is time to *choose* one or two solutions and try them.

As a group, pick the best solution for each problem. Remind them that they may each have their own ideas about which solution is best.

**Step 4. Try the solution** and see if it works.

**Step 5. If the solution doesn't work,** try a different solution.

**Ask:** How did it feel to look at things that have been obstacles for you and try to find ways to overcome them?

Be a detective. Try using this problem-solving method to figure out what is making it hard for you to do activities, and then to get past the obstacles.



**Step 1: Identify the Problems**

**Step 2: How can you overcome the obstacles?**

<p>Tell yourself out loud or in your head what is getting in your way.</p> <ul style="list-style-type: none"> <li>• I would have done it BUT...</li> <li>• I can't do it BECAUSE...</li> </ul>	<p>Think about all the possible solutions to the problems. Don't think about whether the solutions are good or bad, possible or not.</p>
<p>1. I would have done an activity after work, but I worked late and didn't have time.</p>	<p>1. Do an activity that does not take a lot of time. You could:</p> <ul style="list-style-type: none"> <li>• Call a friend to plan an activity for another day.</li> <li>• Water a plant.</li> <li>• Read a story in the newspaper.</li> <li>• Eat an apple.</li> <li>• Take a warm bath before bed.</li> </ul>
<p>2.</p>	<p>2.</p>
<p>3.</p>	<p>3.</p>
<p>4.</p>	<p>4.</p>
<p><b>Step 3</b> Choose the solution that is the best for you, even if it isn't perfect. Or combine two or three of your ideas.</p>	
<p><b>Step 4</b> Try the solution and see if it works.</p>	
<p><b>Step 5</b> If the solution doesn't work, choose a different solution and try it.</p>	

## Pacing Yourself

### LEADER TIPS

**Time:** 15 minutes

**Group Member's Guidebook:** Page 44

**1. Say:** *If you have already been through the CBT “Thoughts” module, you may remember the category of thinking called “all-or-nothing” thinking. This is an extreme type of thinking where you tell yourself that you are perfect or a failure, all good or all bad. A similar kind of thinking is common when you begin to do activities. You might feel like you have to do everything and that if you can’t, you are a failure and you might as well do nothing. Do you feel this way?*

**2. Say:** *When you first start to do activities, remember that you have to pace yourself.*

**3. Ask:** *What does it mean to you to pace yourself? If the group doesn’t offer these ideas, make sure the group understands that it can mean several things:*

- Go at your own speed.
- You don’t have to do everything at once.
- Start slow, and take small steps.

**4. Say:** *What are important factors to consider when you pace yourself? Here are some ideas.*

- Energy level
- Time
- Health/pain
- Interest
- How long it has been since you did the activity or a similar activity
- Demands of others

**5. Introduce** the “Pace Yourself” exercise in the Group Member’s Guidebook. Help group members answer the questions.

## Pacing Yourself

When you begin to do more activities, you can start small, at your own speed—you don't have to run a marathon the first time you step outside. It is more important to do **something** than it is to do **everything**. What pace is right for you?

**1. Given my energy level, health, and time, if I wanted to exercise, what might I do? (Circle one or write your own.)**

Do nothing.	⇒	Get up and move for 5 minutes.	⇒	Walk 1 block outside.	⇒	Walk around the block.	⇒	Go for a brief walk.	⇒	Go for a long walk.	⇒	Go for a hike.	⇒	Run around the block.	⇒	Go for a 1-mile run.	⇒	Go for a 5-mile run.
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**2. If I wanted to see a movie, what might I do? (Circle one.)**

Do nothing.	⇒	Watch a movie on TV.	⇒	Ask someone to rent a movie for me.	⇒	Go to a video store and rent a movie.	⇒	Go to a small movie theater nearby.	⇒	Go to a large movie theater nearby.	⇒	Go to a large movie theater far away.
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What kind of movie might I watch, given my energy level, health, time, mood, and personal preference?

**(Circle one.)**    romantic comedy    comedy    action    adventure    drama    horror    documentary

**3. What is something else I would like to do?** \_\_\_\_\_

**4. How can I make sure that I do activities at a pace that fits me?** \_\_\_\_\_



## Balancing Your Activities

### LEADER TIPS

**Time:** 20 minutes

**Group Member's Guidebook:** Page 45

1. Ask group members to turn to the page with the pictures of the balance beam.

**Say:** *One of the ways we create obstacles for ourselves is by doing too many of one kind of activity and not enough of other kinds of activities. Of course, certain activities are necessary in life. But to feel happy and have a good life, most people need a combination of different kinds of activities.*

2. **Ask:** *What do you notice in the first picture?* Discuss the picture with the group.

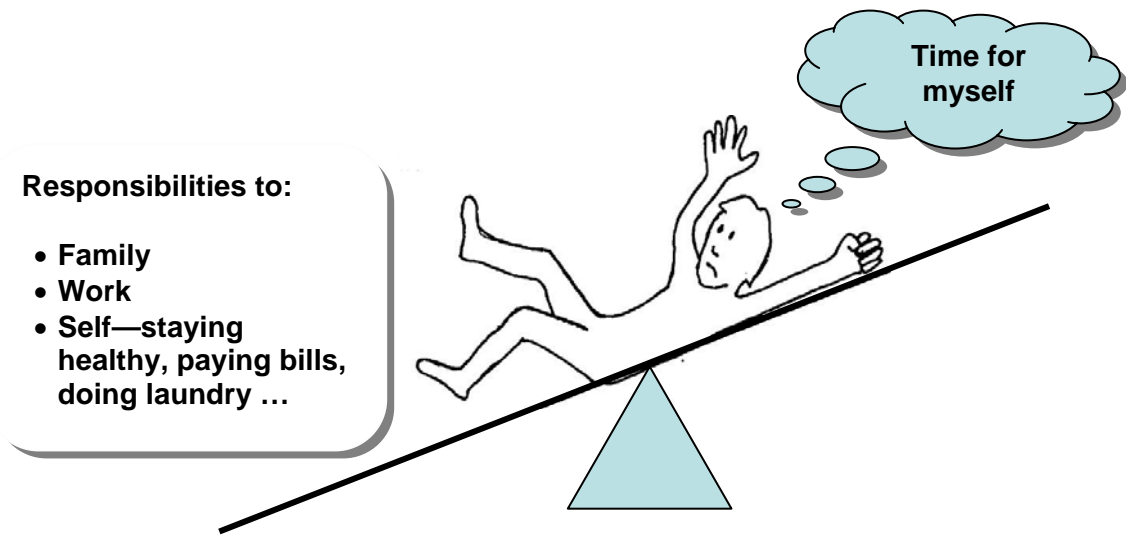
**Say:** *You can see that the person is sliding towards the heavy side of the scale where his responsibilities are piling up. We all do activities because we have responsibilities in life. These activities are necessary and they help to make us happy and feel connected to other people. But we all need time to do other kinds of activities also.*

3. **Ask:** *What do you notice in the second picture?* Discuss the picture with the group.

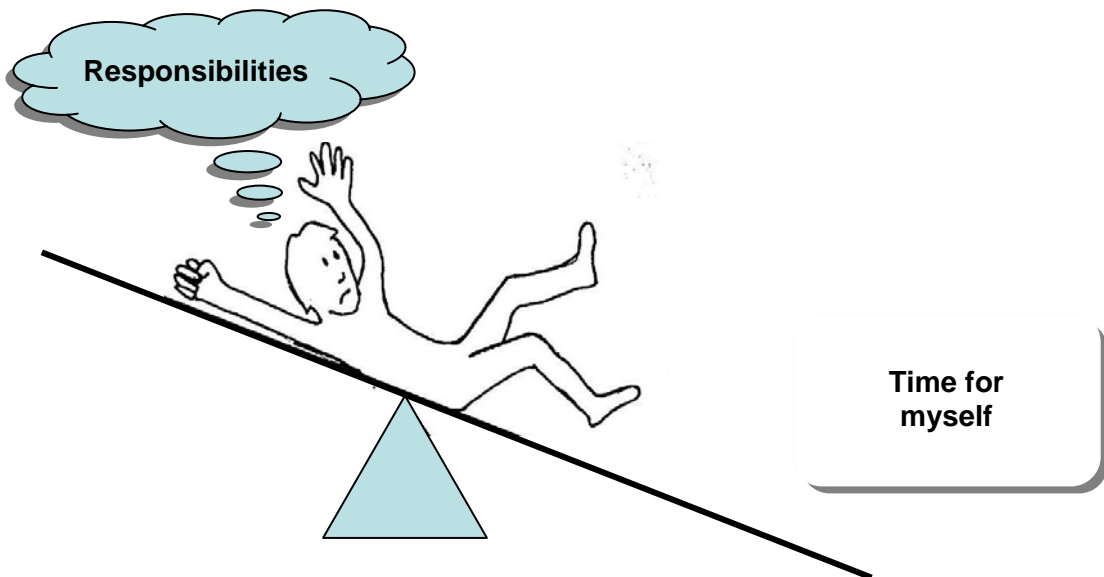
**Say:** *This person seems to have forgotten that he has responsibilities to other people and to himself. Most people find that doing some activities because they need to—like working and cleaning house—gives them a sense of satisfaction. In the long run, this person will feel happier and healthier if he takes care of business.*

4. **Say:** *In the last picture, the person has a variety of activities. Most people find that a balanced life is a happier life.*

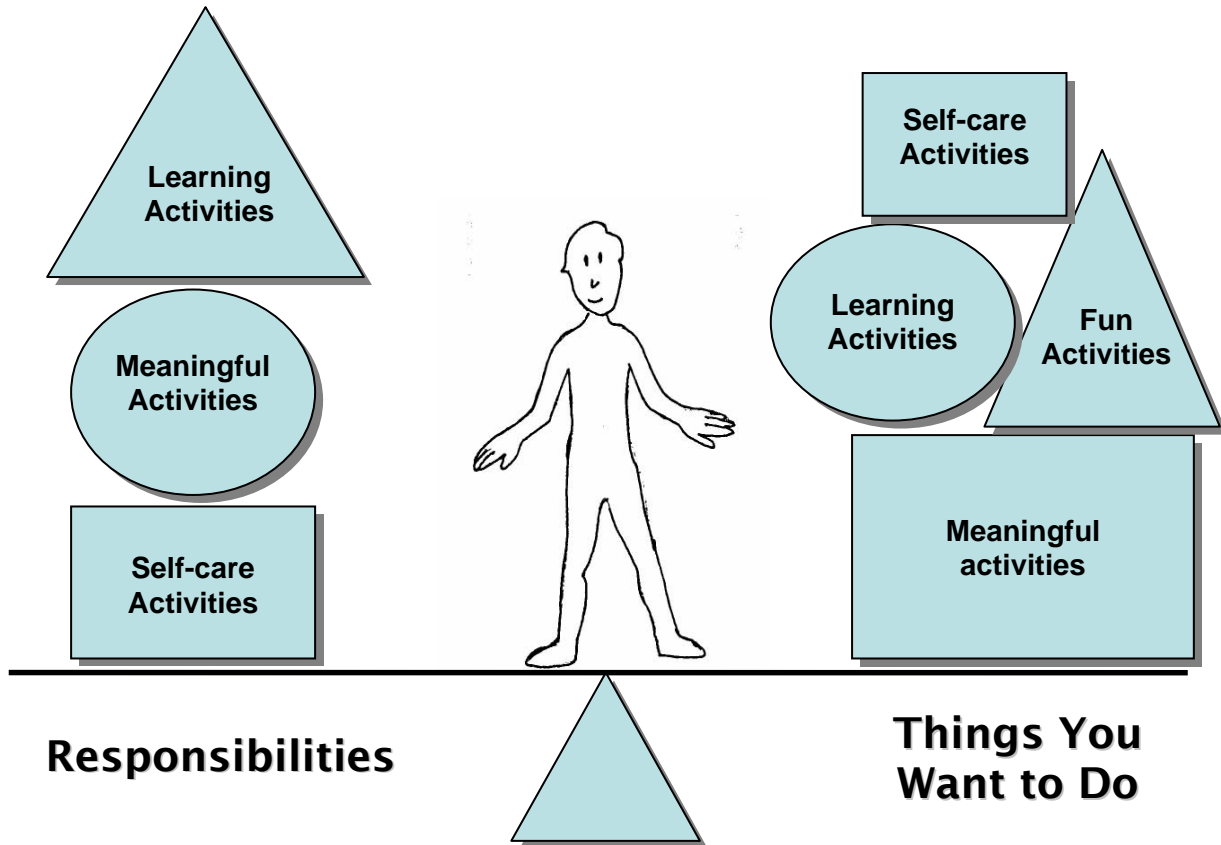
5. **Say:** *Now pretend that you are on the balance beam. You are going to make a “To-Do” list for yourself. Write a few activities on each side—make sure your life is in balance with a variety of activities. Allow time for group members to complete the figure. Then briefly discuss what the group members wrote.*



How you spend your time is important to how you feel. If you spend much of your time doing activities of only one kind, you are likely to feel down more than if you **balance** the types of activities that you do.



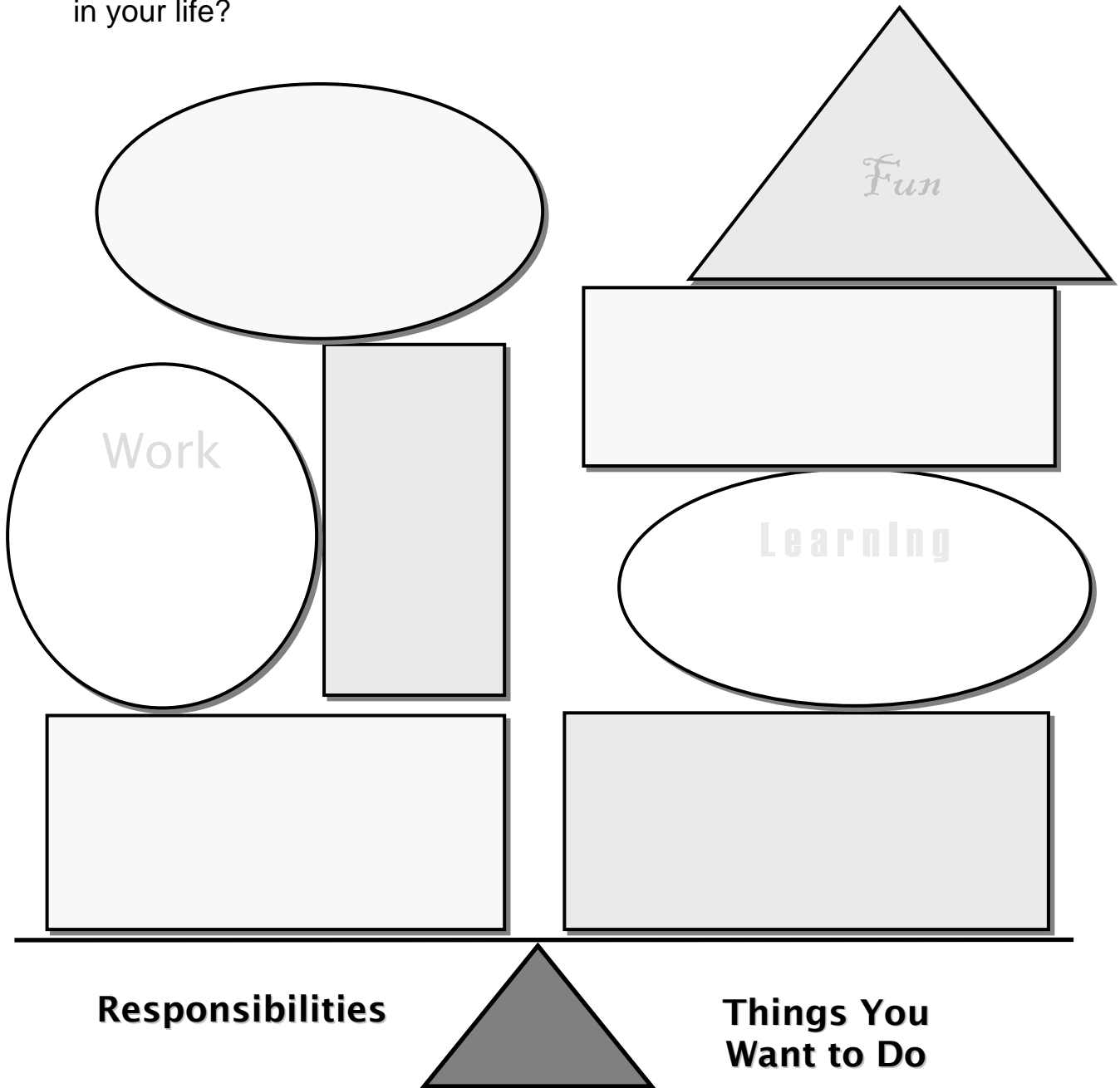
Most people feel best when they balance their time among all types of activities. They take care of themselves and their families, work, have fun, learn, and do things that are meaningful for them.



***Make your own to-do list***

Make a to-do list of some activities that you will do. Write your list in the shapes below. Make sure your list includes a variety of activities so that your life is in balance.

Is one side of the scale heavier than the other? Do you have balance in your life?



## LEADER TIPS

### Predicting Pleasure

**Time: 10 minutes**

**Group Member's Guidebook: Page 48**

**1. Note:** A common problem for people who are depressed is that they underestimate how much they will enjoy an activity before they do it. They avoid doing activities, thinking “what’s the use?” Predicting pleasure helps group members understand that if they make an effort to do something, they will often find that they enjoy it, and then their mood will improve and they will feel like doing more activities. **Note: a full pleasure-predicting chart is part of this session’s practice. The short chart here will allow you to explain to group members how to fill out their practice chart.**

**2. Say:** *You can’t always just wait until you feel like doing something. Sometimes you have to **make** yourself do activities. Look at the Predicting Pleasure page in your guidebooks.*

**3.** Go over the text. Help group members fill in the empty row in the small chart at the bottom of the page.

**Note:** In our experience, we have found that many people choose an activity that could be pleasant and then set themselves up to fail by doing the activity under conditions that will make it unpleasant. For example, they might do activities that others like but that they do not. They might decide to go to a movie, but then see a movie that depresses them. It is important that they choose an activity they like, and **do the activity under conditions that will make it enjoyable.**

**4. Ask:** *What thoughts do you have about yourself or others after doing the activity?*

**5. Say:** *Pleasure predicting will be part of your practice for this session. We will talk more about that in a few minutes.*

## Predicting Pleasure



A common problem for people who are depressed is that even before they do an activity they think it won't be enjoyable. They avoid doing activities, thinking "what's the use?"

You can do three things to increase the chances that you will **DO** activities and that you will **enjoy** them.

- **First**, pick an activity that sounds like it might be **fun for you**. Write it down in the first column in the chart at the bottom of the page.
- **Second**, do the activity under **conditions that will make it most enjoyable for you**. For example, if you have decided which movie to watch, then choose whether you would see it alone or with someone.
- **Third**, do some "pleasure predicting." Before you do an activity, **guess how much you think you will enjoy it**. Even if you don't think you will enjoy it, do it anyway. After you have done the activity, **think about how much you actually enjoyed it**. Most people find that they enjoyed doing the activity more than they expected—and then they are motivated to do another activity.

### Pleasure Predicting Chart (Sample)

Star rating system: * not at all      ** a little bit      *** moderately      **** quite a bit      ***** extremely		
Activity	Before How much do you <b>think</b> you will enjoy this activity?	After How much did you <b>actually</b> enjoy this activity?
Going to a museum	**	***



## KEY MESSAGES

### LEADER TIPS

**Time: 5 minutes**

**Group Member's Guidebook: Page 49**

1. **Read** the key messages aloud.
2. **Ask** the group if they have any questions or comments.
3. **Ask** the group which of the techniques might be most useful to them.

- You can use problem-solving to help you find solutions to what is getting in the way of doing activities.
- Once you start doing more activities, it is still important to think about obstacles and not create new ones for yourself.
  - Go at your own pace.
  - Balance your activities.
  - Use pleasure predicting to remind you of how enjoyable an activity can be.



## PRACTICE

### LEADER TIPS

**Time: 10 minutes**

**Group Member's Guidebook: Page 49**

#### 1. Quick Mood Scale

Remind group members that the Quick Mood Scale now includes a place at the bottom to write down how many healthy activities they do each day.

**2. Review the other practice activities.** Ask group members if they have any questions.

#### 1. *Track your mood using the mood scale.*

Continue tracking the number of healthy activities you do each day.

#### 2. *Pick one activity from each of the four categories—self-care, fun, learning, and meaningful—and do them.*

3. Before and after you do a new activity, **fill out the *Pleasure Predicting Chart*** (it is in your guidebook after the Quick Mood Scale).

4. If you find it difficult to do the activities, **try using the strategies we talked about** to overcome obstacles—problem solving, pacing yourself, balancing activities, and predicting pleasure.

## QUICK MOOD SCALE

### Instructions

- Fill in the days of the week across the top of the scale. For example, if you start rating your moods for the week on a Wednesday, write “Wednesday” (or “W”) on the first line, “Thursday” (or “Th”) on the second line, etc.
- Keep the scale beside your bed. Before you go to bed, think about your mood for the day and circle a number that matches your mood.
- Try to use all the numbers, not just 1, 5, or 9.
- There is no right answer. Only you know how you have felt each day.
- If you want to track your mood over a period of time longer than a week, write down the number rating for your daily moods on a calendar.
- Try to remember about how many healthy activities you did each day and write the number at the bottom of each column.

Day of the Week							
<b>Best mood</b>	9	9	9	9	9	9	9
	8	8	8	8	8	8	8
	7	7	7	7	7	7	7
	6	6	6	6	6	6	6
<b>OK/average mood</b>	5	5	5	5	5	5	5
	4	4	4	4	4	4	4
	3	3	3	3	3	3	3
	2	2	2	2	2	2	2
<b>Worst mood</b>	1	1	1	1	1	1	1
<b>How many healthy activities did you do each day?</b>							



## Pleasure Predicting Chart

**Instructions:** See how good you are at predicting fun. Write in the left column some new activities that you could do. Use the star rating system to predict how much you will enjoy the activities. Do two or more of the activities, then afterwards rate how much you actually enjoyed the activities.

Do you see a pattern? What have you learned? Notice in the examples that sometimes a person enjoys an activity more than he or she expects to.

\* **not at all**    \*\* **a little bit**    \*\*\* **moderately**    \*\*\*\* **quite a bit**    \*\*\*\*\* **extremely**

Activity	Before you do the activity: How much do you think you will enjoy this activity?	After you do the activity: How much did you actually enjoy this activity?
Going to a museum	**	***
Talking to a friend	***	*****



# FEEDBACK

## LEADER TIPS

**Time: 2 minutes**

**Group Member's Guidebook: Page 52**

- 1. Encourage** group members to comment on the session. When you plan later sessions, you can think about their comments and, as much as possible, tailor the treatment to the individuals in the group.
- 2. Read aloud** the questions. Stop after each question and ask the group if they have any comments.

The group leaders will ask for your comments about the session. They might ask the following questions:

- What was helpful about today's session?
- What was less helpful?
- What did you learn that was most helpful in terms of improving your mood?
- What suggestions do you have to improve your treatment?



## LOOKING AHEAD

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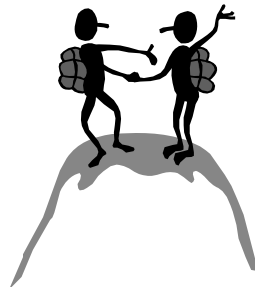
### LEADER TIPS

**Time: 1 minute**

**Group Member's Guidebook: Page 52**

Give group members a preview of the next session.

In the next session of the Activities module, we will talk about how doing activities can help you meet some goals.



# GROUP LEADER SELF-EVALUATION FORM: ACTIVITIES, SESSION 3

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## *Instructions*

**Taught/Done:** Were you able to cover the material? If you didn't do this in this session, but do it later, when it is done write in the date you covered it.

**Difficult to Teach:** How hard was it to teach this part of the session? If it was neither easy nor hard, you can write "medium."

	<b>Taught/Done? (Yes/No)</b>	<b>How Difficult Was It to Lead This Part of the Session? (Easy/Hard)</b>
Welcome	_____	_____
Purpose and Outline	_____	_____
Announcements	_____	_____
How Have You Been Feeling?	_____	_____
Review		
Practice	_____	_____
Last Session	_____	_____
New Topic: Overcoming Obstacles		
Problem Solving	_____	_____
Pacing Yourself	_____	_____
Balancing Your Activities	_____	_____
Predicting Pleasure	_____	_____
Key Messages	_____	_____
Practice	_____	_____
Feedback	_____	_____
Looking Ahead	_____	_____



# SESSION 4: DOING HEALTHY ACTIVITIES TO SHAPE YOUR FUTURE

## LEADER TIPS

### Materials Needed

**Group Member’s Guidebook** (“Activities and Your Mood”)—a few copies to loan in case some group members forget to bring their guidebooks

**Pens**—enough for everyone in the group

**Dry erase board, chalkboard,** or large sheets of paper to present material to group

**Certificates of Achievement** for graduating group members

**Kleenex** or other facial tissue

A **timer** or quiet alarm clock—this is optional

### Group Leaders’ Goals

- Help group members see that there is a connection between doing activities and meeting goals.
- Help group members see how setting and reaching goals can help them shape their future.
- Help group members set their own manageable goals.
- Look back and review the Activities module.

## LEADER TIPS

### Welcome Group Members

As group members arrive, greet them by name. Ask them informally how their practice went.

### Purpose and Outline

**Group Member’s Guidebook: Page 54**

**Introduce** the Purpose and Outline.

## **PURPOSE**

- Talk about setting reachable goals.
- Set a long-term goal.
- Define some short-term steps that will help in reaching the long-term goal.
- Say goodbye to graduating group members.

## **OUTLINE**

- I. Announcements
- II. Review
- III. New Topic: Doing Activities to Shape Your Future
  - A. The Importance of Setting Goals
  - B. What are Your Dreams for the Future?
  - C. Long-Term and Short-Term Goals
  - D. Steps to Reach My Short-Term Goal
  - E. Celebrate
- IV. Key Messages
- V. Practice
- VI. Feedback
- VII. Review of Activities Module
- VIII. Goodbye to Graduating Group Members
- IX. Looking Ahead to the Next Module



# ANNOUNCEMENTS

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## LEADER TIPS

**Time: 2 minutes**

**Group Member's Guidebook: Page 55**

**1.** If any members of your group will have completed all four modules at the end of this session, they will be “graduating” from CBT. Tell the group who these graduates are and say “*congratulations.*”

**2. Say:** *At the end of this session, we will be talking more with these group members to find out how they are feeling and what their plans are for the future.*

The group leader will make any announcements that might be necessary.

Is there anything you would like to let the leader know about?



# REVIEW

## LEADER TIPS

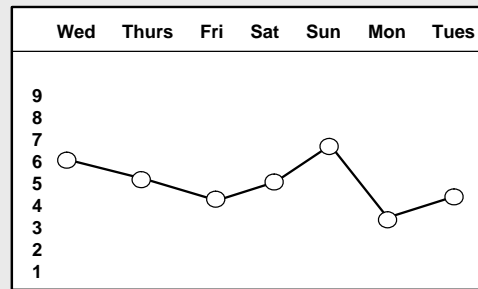
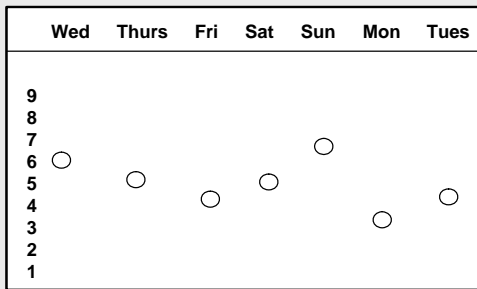
**Time: 15 minutes**

**Group Member's Guidebook: Page 55**

### Quick Mood Scale

Ask group members about how they did tracking their moods on their Quick Mood Scales. Make a graph based on one group member's Quick Mood Scale.

- 1. Start** the graph with the day of the week the group meets. If your group meets on a Wednesday, write "Wednesday" or "Wed" in the first space at the top of the graph.
- 2. Ask** for a volunteer from the group to share the numbers on his or her Quick Mood Scale. Make a graph on the board like the example below. If the group member's mood was a 6 on the first day, mark a dot at 6 below "Wed."



**3.** When you are finished adding dots that represent the volunteer's mood for each day, draw lines between the dots to show how mood can change up and down.

**4. Say:** *How many healthy activities did you do on the day your mood was the lowest? What about the day that you had the highest mood? How many healthy activities did you do on that day? What got in the way of doing more healthy activities? What did you notice about the connection between the number of healthy activities you did and your mood each day?*

### Do an Activity You Used to Enjoy

**5. Ask:** *Were you able to do an activity that you used to enjoy? How was it? If not, what got in the way?*

### The Pleasure Predicting Chart

**6. Ask** group members if they used the Pleasure Predicting chart. Ask them to share with the group what activity they did and what they learned from filling out the chart. Ask group members if they used one of the strategies they learned to overcome an obstacle.

## Practice

- Review your Quick Mood Scale. How many healthy activities were you able to do?
- What did you learn by using the Pleasure Predicting chart?
- What did you do last week when you ran into an obstacle to doing an activity?

## Last Session

### Last Session

**7. Say:** *In the last session, we talked about overcoming obstacles to doing activities. What are some of the things that you remember most from last session?*

**8. Say:** *Today we will be talking about setting reachable goals, doing activities to reach those goals, and the effect of goal-setting on your mood.*

### ***Last session's key messages were:***

- You can use problem-solving to help you find solutions to what is getting in the way of doing activities.
- Once you start doing more activities, it is still important to think about obstacles and not create new ones for yourself.
  - Go at your own pace.
  - Balance your activities.
  - Use pleasure predicting to remind you of how enjoyable an activity can be.

# NEW TOPIC: DOING ACTIVITIES TO SHAPE YOUR FUTURE

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## The Importance of Setting Goals

### LEADER TIPS

**Time: 10 minutes**

**Group Member's Guidebook: Page 57**

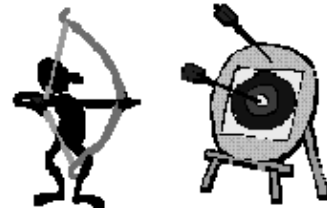
- 1. Ask:** *What does setting goals mean to you? Why do you think it is important to set goals?*
- 2. Go over** the points in the guidebook.
- 3. Ask:** *Do you understand the idea of values, long-term goals, and short-term goals?*
- 4. Say:** *Getting over depression is a very good thing. But to continue improving, it helps if you have positive goals to strive for. What we hope to do in this session is help you trace paths for yourselves that will move you beyond depression into living a life that is satisfying, interesting, and happy. We will do this by helping you set goals both long-term and short-term.*

Depression can take away your motivation. Depressed people often say that they no longer feel a sense of purpose. This makes it difficult to find the energy to do things, even something as simple as getting out of bed. Depression often brings with it the thought: "What's the point?"

As you start to leave depression behind, you may feel a bit unsure of which way to head. Choosing a goal or goals to move toward can provide **a sense of direction**.

Having a goal helps you to:

- Organize your energy.
- Focus.
- Figure out what is most important to you in life.

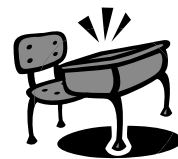


***Goals can give meaning to one's life.***

If you already have a set of goals in mind, choose those you want to focus on first. If you do not have a set of goals at this time, look to your personal values.

**Values** are general principles or personal guidelines. Ask yourself, “What do I value?” For example, you may choose to live your life with a focus on:

- Family
- Helping other people
- Being good to the environment
- Achieving as much as you can in your work
- Education
- Practicing your faith
- Expressing yourself artistically
- Physical fitness
- Being outdoors
- Meeting certain financial goals



These values would help shape your **goals**.

**Goals** are specific objectives.

Values give meaning to goals.

## Values and Goals

Values	Long-term Goal	Short-term Goals
Family	Build close relationships with immediate and extended family.	Have family dinners five evenings a week. Attend all of child's soccer games. Organize annual birthday parties for mother, sister, and father-in-law.
Helping other people	Make a difference in other people's lives. Teach children to be kind.	Volunteer at a homeless shelter once a month. Take children to visit elderly neighbor once a week.
Respecting the environment	Produce only two pounds of trash per week. Find a job in environmental field.	Recycle. Take a class to learn how to compost. Join Sierra Club and volunteer.
Achieving as much as you can at work	Be promoted within two years.	Be on time every day. Get education and training. Talk often with boss. Take extra assignments.

***Warning: Some goals are destructive. For example:***

- Perfectionism (because no one is perfect)
- Considering yourself “a failure” if you aren’t “the best”
- Setting goals for others and making ***your*** happiness dependent on ***them*** reaching the goals

In the following section, you will work on setting helpful goals. Remember that you can change your goals later. Don't overwhelm yourself by thinking that you have to choose the “best” goals possible, or that your goals have to be ambitious or even special. You are learning to live without depression. Think of this as a way to practice setting goals. Goals can help motivate you to get going.

## What are Your Dreams for the Future?

### LEADER TIPS

**Time:** 30 minutes

**Group Member's Guidebook:** Page 60

**Say:** *Look at the page in your guidebooks called "What are Your Dreams for the Future?" This exercise gives you the chance to think about what you would like your future to be like.*

**Introduce** the steps one at a time. Stop after you read each step--the directions below will help you discuss some of the steps with group members.

**Step 1. Say:** *In order to set goals, it's good to have a picture in your mind of how you see yourself in the future. Close your eyes and think about your dreams for the future. Think about your long-term goal.*

**Step 2. Say:** *It is wonderful to have dreams, but sometimes dreams are hard to reach because they are a big ideal. It's like reaching for the stars. Is your dream realistic? Is it right for you? Ask for a group member to volunteer to tell his or her dream.*

**Step 3. Ask:** *Why do you think making your goal specific can be helpful?* **Tell** a story: **Say:** *A young man had a dream. He wanted to "be somebody." However, he was going nowhere fast. He finally realized that he needed to be more specific in his goals! He had to figure out what it meant to "be somebody."*

**Ask:** How do you think the young man could state his goal more specifically, to help him reach his goal?

**Step 4. Ask:** Can anybody think of an example of a short-term goal?

**Step 5. Say:** *Celebrate. Pat yourself on the back for reaching your goal, and give yourself a small treat. For example, have you been saving up to buy a new CD, or a blouse? Now would be a good time to celebrate your hard work and treat yourself. Other people may not recognize the positive steps you are taking, but you know how hard you have worked.*

Working towards your goals will help you feel better.



The self-care, fun, learning, and meaningful activities that you choose to do now can help you reach your goals for the long term (one year from now or longer). Follow these steps to fulfill your dream and improve your mood.



**Step 1. First, set a long-term goal.** It is important that the goal is important to you, to make it worth the work.

It is helpful to set a goal to **do** something instead of **not doing** something. For example, it is easier to “eat more vegetables” than it is to “not eat junk.”



**Step 2. Make sure your goal is realistic.** You might like to travel to Jupiter, but that is a little unlikely. Choose something that is possible and that is right for you.

- Work with the money you have.
- Give yourself a deadline.



**Step 3. Be specific.** Pick your goals and nail them down, stating when, what, how much, where, and how.

Which is more specific?

*I am going to start exercising more, OR*

*I will exercise three times a week starting Monday at the YMCA.*

*I want to do more activities, OR*

*I will do at least one activity a day, even if it is a small activity that takes less than five minutes.*



**Step 4. Make sure your goal is something you can manage.**

You can't make other people do what you want or control their actions no matter how much you ask, beg, plead, or yell.

There are many things in life that you can't control. You can't control what other people do or how they feel.

Make sure your goal is under **your** control.

Make sure that you aren't setting goals for other people; for example, "Next year my son will get all A's and B's on his report card."

If you do what **you** set out to do, you have reached your goal, whether or not other people behave the way you want them to.



**Step 5. Break your goal into steps.** Long-term goals are often big and complicated. It can be overwhelming to try to reach them.

Breaking goals into steps makes your work easier and less stressful.

Steps are like small goals. They need to be specific and under your control.

It's easier to see the progress you are making towards your goal when you take small steps.

Ask for help when you can't reach your goal alone.



**Step 6. Set a short-term goal.**

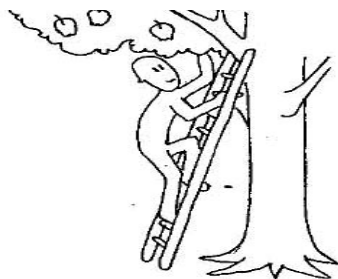
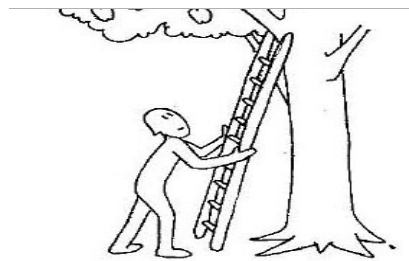
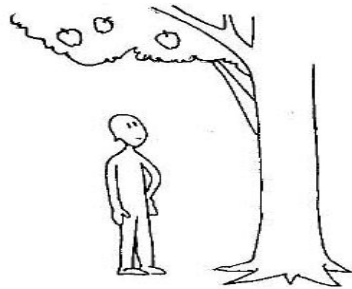
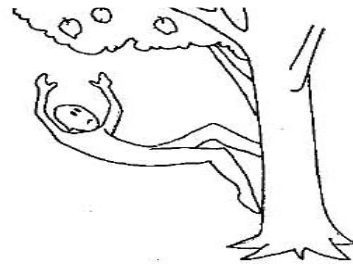
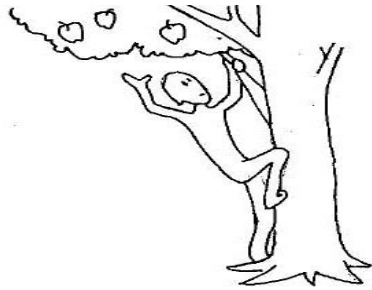
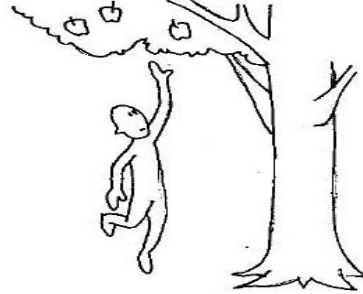
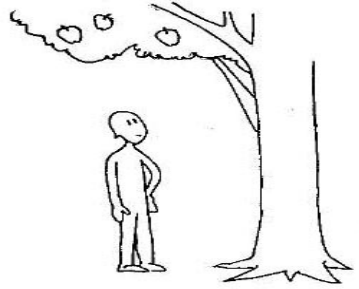
Think of a goal that can be finished in six months—one that will get you closer to your long-term goal.



**Step 7. When you reach your goal or complete a step toward your goal, celebrate.**

Why is it important to celebrate when you make progress towards your goals?

**You can't get to the top of the tree by jumping, but it's easy if you use a ladder and take one step at a time.**



## Long-Term and Short-Term Goals

### LEADER TIPS

**Time: 35 minutes**

**Group Member's Guidebook: Page 64**

- 1. Say:** *Now that we have talked about how to set goals, we are going to set a long-term goal and a short-term goal. We are going to think about what specific steps you could take to reach your goals.*
- 2.** Have group members get together in groups of two or three people and talk about their long-term goals. Ask them to do the next three pages in their guidebooks together. They should:
  - Write down a long-term goal.
  - Write down a short-term goal that will help them reach their long-term goal.
  - Write down the steps they need to take to reach their short-term goal. Remind them that the steps will probably be activities, and that they should be manageable and realistic.
  - Tell how they will celebrate once they have reached their goals.
- 3.** As they do this, leaders should walk around and give each small group individual attention. You could **ask:** *How are you doing? Do you have any questions?*
- 4.** After the small groups have finished, get the whole group together again and ask one or two volunteers to share what they wrote.



***My long-term goal*** (at some point in the next year or more)

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***My short-term goal*** (in the next six months)

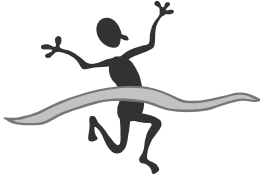
To achieve my long-term goal, I need to set a short-term goal that will help me get there. My short-term goal is to:

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## Steps to Reach My Short-Term Goal



Think about these questions related to what you need to do to achieve your short-term goal.

I will begin (when):

---

I will do (what):

---

---

I will do this much (how much or how little):

---

---

I will do it in this place (where):

---

---

I will do it in this way (your method, or the steps you will take):

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## Celebrate!

*I will celebrate reaching my short-term goal by:*



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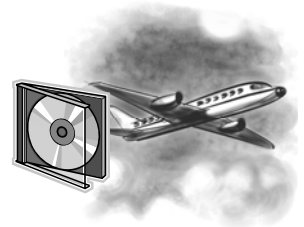
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*I will celebrate reaching my long-term goal by:*



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## KEY MESSAGES

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### LEADER TIPS

**Time: 2 minutes**

**Group Member's Guidebook: Page 67**

1. **Read** the key messages aloud.
  2. **Ask** the group if they have any questions or comments.
- To feel good, it is helpful to have daily reasons to enjoy life (activities) and something to look forward to (short-term and long-term goals).
  - You can reach your long-term goals by doing short-term activities.
  - By setting goals and doing activities, you can shape your future.



# PRACTICE

## LEADER TIPS

**Time: 10 minutes**

**Group Member's Guidebook: Page 67**

Emphasize again the importance of practice and talk about the practice activities described in the Group Members Guidebook. Try to draw a clear connection between doing activities and mood.

- 1. Quick Mood Scale.** Keep track of your mood on the Quick Mood Scale. Track the number of healthy activities you do each day.
- 2. Do one of the steps** you wrote down to work towards your short-term goal.
- 3. Do another new activity.**

## QUICK MOOD SCALE

### Instructions

- Fill in the days of the week across the top of the scale. For example, if you start rating your moods for the week on a Wednesday, write “Wednesday” (or “W”) on the first line, “Thursday” (or “Th”) on the second line, etc.
- Keep the scale beside your bed. Before you go to bed, think about your mood for the day and circle a number that matches your mood.
- Try to use all the numbers, not just 1, 5, or 9.
- There is no right answer. Only you know how you have felt each day.
- If you want to track your mood over a period of time longer than a week, write down the number rating for your daily moods on a calendar.
- Try to remember about how many healthy activities you did each day and write the number at the bottom of each column.

### Day of the Week

<b>Best mood</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>	<b>9</b>
	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>	<b>8</b>
	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>	<b>7</b>
	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>	<b>6</b>
<b>OK/average mood</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>	<b>5</b>
	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>	<b>4</b>
	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>	<b>3</b>
	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>2</b>
<b>Worst mood</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>1</b>
<b>How many healthy activities did you do each day?</b>							



## FEEDBACK

### LEADER TIPS

**Time: 2 minutes**

**Group Member's Guidebook: Page 69**

- 1. Encourage** group members to comment on the session. When you plan later sessions, you can think about their comments and, as much as possible, tailor the treatment to the individuals in the group.
- 2. Read aloud** the questions. Stop after each question and ask the group if they have any comments.

The group leaders will ask for your comments about how Session 4 and the Activities module went. They might ask the following questions:

- What was helpful about today's session and the Activities module?
- What was less helpful?
- What was difficult?

# REVIEW OF MODULE: ACTIVITIES AND YOUR MOOD

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## LEADER TIPS

**Time: 5 minutes**

**Group Member's Guidebook: Page 69**

- 1. Introduce** the questions and invite the group to comment.
- 2. Review** the key messages.

Over the past four sessions, we have been focusing on activities, and you have been learning about how the way you act affects how you feel. You have learned to make changes in the way you act to affect the way you feel.

- How have you made changes in what you do since beginning the Activities module?
- What message or ideas will you take away?

***The key messages from “Activities and Your Mood” are:***

***Session 1: Doing Healthy Activities to Improve Your Mood***

- What you do can affect how you feel.
- It is common for people who have depression to lose interest in doing activities.
- Doing healthy activities can help you feel better. And when you feel better, you will feel more like doing healthy activities.

***Session 2: Doing a New Activity***

- Because of your depression, it may feel difficult to get started doing healthy activities.
- Remember that activities can be things you do alone, with other people, or for free. They can be short and simple.
- Activities can fall into four categories: self-care, fun, learning, and meaningful.

### ***Session 3: Overcoming Obstacles to Doing Healthy Activities***

- You can use problem-solving to help you find out what is getting in the way of doing activities.
- Once you start doing more activities, it is still important to think about obstacles and not create new ones for yourself.
  - Go at your own pace.
  - Balance your activities.
  - Use pleasure predicting to remind you of how enjoyable an activity can be.

### ***Session 4: Doing Healthy Activities to Shape Your Future***

- To feel good, it is helpful to have daily reasons to enjoy life (activities) and something to look forward to (short-term and long-term goals).
- You can reach your long-term goals by doing short-term activities.
- By setting goals and doing activities, you can shape your future.



# GOODBYE TO GRADUATING GROUP MEMBERS

## LEADER TIPS

**Time: 20 minutes**

**Group Member's Guidebook: Page 72**

**Leader goals:**

- Reinforce the work the group members have done and the changes they have made.
- Help the group members develop a specific plan for what they will do if they become depressed again. Focus on what they can try on their own, but remind them that it is ok to seek treatment again.

**1.** It is important to talk with group members who have completed all the CBT modules and who will be leaving the group. If nobody in your group is graduating, skip this section.

**2. Say:** *As you know, some members of the group have finished CBT and will be leaving the group. Our graduates are \_\_\_\_\_ (say their names).*

**3. Look at the graduates and say:** *How do you feel about leaving? Give them a few minutes to respond.*

**4. Discuss** the questions listed.

**5. Say:** *Would other group members like to share what they have noticed about changes these group members have made or what you appreciated about having them in the group?*

**6.** Say something specific to each group member who is leaving. (Think about what you want to say ahead of time.) Be direct about the group member's contribution to the group and the changes you have seen the group member make.

**7.** Present certificates of achievement to the graduating group members. (You can photocopy the sample certificate from the group leader's introduction. See the section called "Supplies You Will Need.")

If you have completed all three modules in CBT, you are now a CBT graduate.

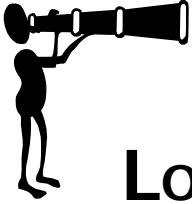
## CONGRATULATIONS!

***Since you are leaving the group, you might want to talk about the following.***

1. What have you learned that you think will help you feel better?
2. What have you learned that will help you reach some of your goals?
3. How will you get support in your everyday life when you are no longer coming to group meetings?
4. What will you do the next time you feel depressed?

***If you still feel depressed***, tell your group leader, and he or she will help you get further treatment.





## LOOKING AHEAD TO THE NEXT MODULE

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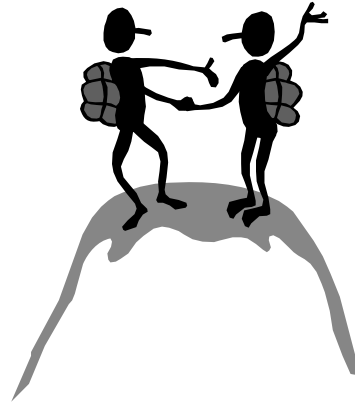
### LEADER TIPS

**Time: 1 minute**

**Group Member's Guidebook: Page 73**

**Say:** *Next week we will begin another module in CBT. The new module is about how your interactions with other people can affect your mood. We also will be welcoming new group members who are just starting CBT.*

The next module is called “People Interactions and Your Mood.” You will learn how depression may cause problems in your relationships and how important it is to have positive contacts with healthy, supportive people.



# GROUP LEADER SELF-EVALUATION FORM: ACTIVITIES, SESSION 4

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## **Instructions**

**Taught/Done:** Were you able to cover the material? If not done this session but done later, when it is done write in the date you covered it.

**Difficult to Teach:** How hard was it to teach this part of the session? If it was neither easy nor hard, you can write “medium.”

	<b>Taught/Done? (Yes/No)</b>	<b>How Difficult Was It to Lead This Part of the Session? (Easy/Hard)</b>
Welcome	_____	_____
Purpose and Outline	_____	_____
Announcements	_____	_____
Review		
Practice	_____	_____
Last Session	_____	_____
New Topic: Doing Activities to Shape Your Future		
The Importance of Setting Goals	_____	_____
What Are Your Dreams for the Future?	_____	_____
Long-Term and Short-Term Goals	_____	_____
Steps to Reach My Short-Term Goal	_____	_____
Celebrate	_____	_____
Key Messages	_____	_____
Practice	_____	_____
Feedback	_____	_____
Review of Module: Activities and Your Mood	_____	_____
Goodbye to Graduating Group Members	_____	_____
Looking Ahead to the Next Module	_____	_____



# RESOURCES FOR GROUP MEMBERS

## ORGANIZATIONS THAT PROVIDE HELP FOR DEPRESSION

### **Depression and Bipolar Support Alliance (DBSA)**

1-800-826-3632

[www.dbsalliance.org](http://www.dbsalliance.org)

### **Los Angeles County Department of Mental Health**

1-800-854-7771

[www.dmh.co.la.ca.us](http://www.dmh.co.la.ca.us)

### **National Alliance for the Mentally Ill (NAMI)**

1-800-950-6264

[www.nami.org](http://www.nami.org)

### **Project Return** (wellness and support for people with mental illness)

1-213-250-1500 x10

[www.prtns.org](http://www.prtns.org)

### **Recovery Inc.** (self-help program for mental health)

1-312-337-5661

[www.recovery-inc.org](http://www.recovery-inc.org)

## BOOKS AND VIDEOTAPES ABOUT DEPRESSION

### ***Control Your Depression***

Authors: Peter M. Lewinsohn, Ricardo F. Muñoz, Mary A. Youngren,  
and Antonette M. Zeiss.

Published by Fireside Books, New York, New York, 1992.

***Coping with Depression (videotape)***

Author: Mary Ellen Copeland

Published by New Harbinger Publications, Inc., Oakland, California  
1994.

***Feeling Good: The New Mood Therapy***

Author: David D. Burns

Published by William Morrow, New York, New York, 1980.

***The Loneliness Workbook: A Guide to Developing and  
Maintaining Lasting Connections***

Author: Mary Ellen Copeland.

Published by New Harbinger Publications, Inc., Oakland, California  
2000.

***Mind Over Mood: Change How You Feel by Changing the Way  
You Think***

Authors: Dennis Greenberger and Christine A. Padesky.

Published by Guilford Press, New York, New York, 1995.