**Teachers’ notes**

**Health and Wellbeing Depression B1.3**

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| A picture containing outdoor, person, riding, wave  Description automatically generated**Learning outcomes**By the end of the lesson students will have: * discussed facts and myths about depression
* looked at different symptoms of depression
* watched and discussed a short video about depression
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| **Materials**Student’s handout / PPT All images taken from Pixabay.com<https://www.youtube.com/watch?v=XiCrniLQGYc> I Had a Black Dog, His Name Was Depression |

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| **Time** | **Procedure** | **Materials** |
| **5 minutes** | * Display and clarify learning outcomes.
 | **PPT** |
| **10 minutes** | * Tell students you want them to share what they think of when they hear the word ‘depression’ and what words they associate with it. Elicit some examples before students discuss together.
* Place students in pairs and give them a couple of minutes to briefly exchange their thoughts on depression.
* Conduct whole class feedback. Refer to the data on their handouts and point out that this means that 1 in 20 suffer from depression in the EU. Ask them if they are surprised by this and by the fact that very few people then seek professional help. Briefly discuss why they think this is the case. Deal with emerging language and board any useful language.
 | **PPT****Activity 1** |
| **15 minutes** | * Explain that there are some common myths about depression. Give an example, such as ‘depressed people cry a lot.’ Ask students if they think this a myth or a fact. Explain that depressed people often say they feel nothing or empty so are unlikely to cry.
* Point out that when they look at the statements, they may find the language of speculation useful. Elicit examples of exponents students already use when speculating. Model and drill the examples in the language box.
* Place students in small groups or in breakout rooms and ask them to discuss the statements.
* Conduct whole class feedback [Myth- **a, c** (A depressed person doesn’t know why they feel like they do. They can’t explain their feelings. **d.** (It can help but taking medication on its own for many is not enough. Medication alters the chemistry in the brain) **f.** (Anyone can be depressed but men tend not to talk about it as openly as women. Men often take more drastic action if they’re depressed e.g., attempt/ commit suicide.) **g.** (The chances are that if someone in your family suffers from depression you may too but not this is not always the case.) **h**. (It’s a medical condition you can’t just turn it on and off with happy thoughts**. i**. (It is a complex medical disorder.]
 | **PPT****Activity 2** |
| **10 minutes** | * Explain to students that are many different symptoms for depression and people may feel some or all of them. The symptoms can be psychological, physical or social.
* Place students in groups and ask them to categorise the list of symptoms and place them in one of the three columns. If necessary, clarify the meaning of feeling irritable and a low mood.

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| **Psychological** no motivation or interest in lifecontinuous low moodFeeling irritableFeeling negativeunable to make decisionshaving suicidal thoughts | **Physical**Moving more slowly change in appetite change in lookstireddifficulty sleeping | **Social**not seeing friendsbeing difficult to be aroundavoiding eventsno interest in activities or hobbies(no pleasure in activities)not doing well at work/school |

 | **PPT****Activity 3** |
| **15 minutes** | * Tell students they are going to watch short video about depression. Share the title and image with them. Depending on the group you may wish to discuss the metaphor prior to watching. It is an after viewing question.
* As they watch the video tell students you want them to listen to the symptoms the narrator mentions and look at their lists in Activity 3 at the same time. You want them to tick any of the symptoms that are mentioned.
* Play the video up until 2.18 and stop just before the narrator talks about seeking professional help. Allow students time to compare what they ticked off before displaying the answers on the slide.

[Psychological - feeling irritable, feeling negative; Physical - moving more slowly, change in appetite *(ruin your appetite),*  change in looks *(looking older),*  tired *(exhausted);* Social - no interest in activities or hobbies *(no pleasure in activities)*]* Play the rest of the video and ask students to note down what steps the narrator takes to make himself feel better. Students discuss what they think of the solutions in groups.
* Conduct whole class feedback. Encourage students to add to the suggestions given in the video. [seek professional help; keep a mood journal; talk to people, the right people; be open to those close to you; do regular exercise; keep track of what you’re grateful for; don’t run away from your problems; ask for help don’t feel ashamed]
 | **PPT****Activity 4** |
| **5+****minutes** | * Conduct a plenary and ask students to discuss the questions. Focus on how there is nothing to be ashamed about suffering from depression and point out what help there is locally or in the organisation for those who need it. Depending on the group you may wish to focus on how acceptable it is for men to talk about depression and point out the possible harm that can come from not talking about one’s mental health.
 | **PPT****Activity 5** |

**Health and Wellbeing Depression**

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| A picture containing outdoor, person, riding, wave  Description automatically generated**Learning outcomes**By the end of the lesson, you will have:* explored what causes depression
* watched a short video about depression
* read and talked about four different people’s problems
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**Activity 1: What is Depression?**

**It affects 5% of the population in the EU.**

**3 out of 4 people do not receive or seek professional help.**

What do you think of when you hear the word depression?

What words do you associate with depression?

Talk to your partner.

**Activity 2: True or False?**

Discuss the comments made about depression. Decide if they are true or false?

1. “Sadness is the same as depression, isn’t it?”
2. “I think someone who is sad knows what they are sad about. They can explain their sadness. They understand why they are sad.”
3. “I think a depressed person can explain their mood. They know what is making them depressed.”
4. “I read that the best thing for depression is medication.”
5. “Apparently, psychotherapy can help someone who is depressed.”
6. “Depression only affects women doesn’t it?”
7. “Depression just does not run in your family. If someone is depressed in your family, it doesn’t mean that you will suffer from depression.”
8. “If you’re depressed, I reckon you need to think positive thoughts and change your attitude and you’ll feel better.”
9. “Why does everyone take depression so seriously? It isn’t a real illness!”

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| **Language Box: Speculating** |
| My guess is that this is true/ false because... | It’s probably true/ false because... |
| I wouldn’t be surprised if this is true/false because...This is likely to be true/false because... | I imagine this is true/ false because...I bet this is true/ false because... |

**Activity 3: Symptoms**

Look at the symptoms common to depression. Are they psychological, physical or social?

**no motivation or interest in life difficulty sleeping avoiding events**

**unable to make decisions feeling irritable not seeing friends**

**moving more slowly a change in appetite having suicidal thoughts**

**continuous low mood a change in looks being difficult to be around**

**feeling negative tired not doing well at work/school**

**no interest in activities/hobbies**

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| Psychological  | Physical | Social |

Compare your tables. Do you know of any other symptoms?

**Activity 4: I Had a Black Dog, His Name was Depression**

4.1 You’re going to watch a short video about depression. The narrator mentions many symptoms of depression. Tick the symptoms he mentions in activity 3.

Compare your answers. What do you think of the metaphor *‘a black dog’* for depression?

4.2 Watch the rest of the video and make a note of what the narrator suggests people with depression do.

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Compare what you wrote down. What do you think of the narrator’s suggestions?

**Activity 5: Reflection**

Discuss the following questions.

* Why do you think some people find it hard to talk about depression? Do you think it’s easy to talk about depression where you live now? Why?
* How would you feel if someone close to you told you they were suffering from depression? What would you say?
* Do you feel it is easier for men or women to talk about depression? Why do you think this?
* What advice would you give to someone new to the country who was suffering from depression?