

ANXIETY + DEPRESSION

Facilitator Notes

MATERIALS

- ✓ PowerPoint Presentation
- ✓ Projector
- ✓ Anxiety Misconception Graphic Organizer, Pre-Draw on White Paper or White Board (slide 10)
- ✓ Writing Utensils
- ✓ Sticky Notes OR Digital Tool Option (surveying)
- ✓ Blank Paper for Each Student
- ✓ Accompanying Worksheet for Students
- ✓ Worksheet Answer Guide For Review

- OBJECTIVE** - Students will gain knowledge about how to identify anxiety and depression and support themselves and others.
- TIME** - 20-45 minutes
- TRIGGER WARNING** - Talking about topics surrounding mental health can be emotional or triggering for some students. Please ensure that this is a safe space to have these tough conversations. Let them know it is okay to step out of the room or take a break if something should come up for a student. When discussing mental health, it is normal to feel uncomfortable – sometimes, this looks like laughing or joking. Remind students this is a safe and respectful space because we don't know what experiences others in the room may have had.

PRESENTATION GUIDE

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| Slide 1 | Watch introductory video |
| Slide 2 | Prepare students for the tough conversation ahead – there may be topics that make them uncomfortable, especially when talking about our mental health. |
| Slide 3 | Have students list out, write, or brain dump any and all words they can think of when it comes to anxiety. |
| Slides 4 | WHAT IS ANXIETY? – Students take notes on the worksheet. Have students share ideas with partner or group before you read definition. Next, students are to write down definition on worksheet. Read the follow up questions on anxiety and have students share with partner or group. |
| Slide 5/6 | Watch the video on anxiety. Compare the ideas in the video to previous responses. Are the ideas similar or different? Share experiences or stories with a partner or group. |
| Slide 7 | SOCIAL SIGNS – Students list all 5 social signs on worksheet. After writing all the social signs, share with a partner if you know someone who had exhibited these characteristics or if you have experienced any of these signs. |

Slide 8 **PHYSICAL SIGNS – Students list all 6 physical signs on worksheet.**
After writing all the social signs, share with a partner if you know someone who had exhibited these characteristics or if you have experienced any of these signs.

Slide 9 **EMOTIONAL SIGNS – Students list all 6 emotional signs on worksheet.**
After writing all the social signs, share with a partner if you know someone who had exhibited these characteristics or if you have experienced any of these signs.

Slide 10 Have students discuss the differences between actual anxiety versus misconceptions of anxiety. Fill out the Anxiety Misconception Graphic Organizer as a class.
Here are additional examples you can add to your chart after your discussion with your class- (for Anxiety- excessive sweating, nervous, distant) (for Misconceptions of Anxiety- Should be able to control it, you can suck it up, you are weak, you don't want to hang out with friends or care about friends)

Slide 11 **WHAT IS DEPRESSION? – Students take notes on the worksheet.**
Have students share ideas with partner or group before you read definition. Next, students are to write down definition on worksheet. Read the follow up questions on depression and have students share with partner or group.

Slide 12/13 **Watch the video on depression.** Compare the ideas in the video to previous responses. Are the ideas similar or different? Share experiences or stories with a partner or group.

Slide 14/15/16 **WHAT CAN YOU DO – Students take notes on the worksheet.**
Ask for more ideas on how to support someone with anxiety or depression. Share experiences or stories with partner or group.

Slide 17 Challenge your students to create a wellness campaign. Based upon what they learned, what content would they share online to raise awareness, encourage others to seek help, or take positive action to support others? Draw a series of 5 posts on the graphic organizer

Slide 18 **Reflection:** revisit student's notes on ECPR (you can use the answer guide to review answers as you go). Have students share something helpful they learned from the lesson.

This is a stressful topic with some heavy content. At the end of the unit, ask students to take a few deep breaths and see how they are doing. Remind them about resources available on campus and who they can reach out to for help. If you feel comfortable, this is a good time to share how you are feeling after teaching this lesson to be a model for how to express feelings to others.