This product is part of the RAND Corporation technical report series. Reports may include research findings on a specific topic that is limited in scope; present discussions of the methodology employed in research; provide literature reviews, survey instruments, modeling exercises, guidelines for practitioners and research professionals, and supporting documentation; or deliver preliminary findings. All RAND reports undergo rigorous peer review to ensure that they meet high standards for research quality and objectivity.
Activities and Your Mood
The research described in this report was sponsored by the National Institute on Alcohol Abuse and Alcoholism and was conducted in RAND Health, a division of the RAND Corporation.

The authors adapted this publication from the May 2000 revision of the "Manual for Group Cognitive Behavioral Therapy for Major Depression: A Reality Management Approach" by Ricardo F. Muñoz, Chandra Ghosh Ippen, Stephen Rao, Huynh-Nhu Le, and Eleanor Valdes Dwyer with their permission.

The RAND Corporation is a nonprofit institution that helps improve policy and decisionmaking through research and analysis. RAND’s publications do not necessarily reflect the opinions of its research clients and sponsors.

RAND® is a registered trademark.

© Copyright 2000 Muñoz, Ghosh Ippen, Rao, Le, and Dwyer

Permission is given to duplicate this document for personal use only, as long as it is unaltered and complete. Copies may not be duplicated for commercial purposes. Unauthorized posting of RAND documents to a non-RAND website is prohibited. RAND documents are protected under copyright law. For information on reprint and linking permissions, please visit the RAND permissions page (http://www.rand.org/publications/permissions.html).

Published 2011 by the RAND Corporation
1776 Main Street, P.O. Box 2138, Santa Monica, CA 90407-2138
1200 South Hayes Street, Arlington, VA 22202-5050
4570 Fifth Avenue, Suite 600, Pittsburgh, PA 15213-2665
RAND URL: http://www.rand.org
To order RAND documents or to obtain additional information, contact
Distribution Services: Telephone: (310) 451-7002;
Fax: (310) 451-6915; Email: order@rand.org
This is your book to keep. Feel free to write in it.

This workbook belongs to:

_____________________________________________________________
(Name)

_____________________________________________________________
(Date)
# TABLE OF CONTENTS

## SESSION 1: HELPFUL ACTIVITIES CAN IMPROVE YOUR MOOD

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## SESSION 2: DOING A NEW ACTIVITY

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Outline</th>
<th>Announcements</th>
<th>Review</th>
<th>Practice</th>
<th>Last Session</th>
<th>New Topic: Doing New Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 HELPFUL ACTIVITIES

KEY MESSAGES

PRACTICE

FEEDBACK

LOOKING AHEAD

GROUP LEADER SELF-EVALUATION FORM: ACTIVITIES, SESSION 2

SESSION 3: OVERCOMING OBSTACLES TO DOING HELPFUL ACTIVITIES

PURPOSE

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

GROUP LEADER SELF-EVALUATION FORM: ACTIVITIES, SESSION 3

SESSION 4: DOING HELPFUL ACTIVITIES TO SHAPE YOUR FUTURE

PURPOSE

OUTLINE

ANNOUNCEMENTS
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>REVIEW</td>
<td>90</td>
</tr>
<tr>
<td>PRACTICE</td>
<td>91</td>
</tr>
<tr>
<td>LAST SESSION</td>
<td>91</td>
</tr>
<tr>
<td>NEW TOPIC: DOING ACTIVITIES TO SHAPE YOUR FUTURE</td>
<td>92</td>
</tr>
<tr>
<td>THE IMPORTANCE OF SETTING GOALS</td>
<td>92</td>
</tr>
<tr>
<td>WHAT ARE YOUR DREAMS FOR THE FUTURE?</td>
<td>95</td>
</tr>
<tr>
<td>LONG-TERM AND SHORT-TERM GOALS</td>
<td>100</td>
</tr>
<tr>
<td>STEPS TO REACH MY SHORT-TERM GOAL</td>
<td>101</td>
</tr>
<tr>
<td>CELEBRATE!</td>
<td>102</td>
</tr>
<tr>
<td>KEY MESSAGES</td>
<td>103</td>
</tr>
<tr>
<td>PRACTICE</td>
<td>104</td>
</tr>
<tr>
<td>FEEDBACK</td>
<td>106</td>
</tr>
<tr>
<td>REVIEW OF MODULE: ACTIVITIES AND YOUR MOOD</td>
<td>107</td>
</tr>
<tr>
<td>GOODBYE TO GRADUATING GROUP MEMBERS</td>
<td>109</td>
</tr>
<tr>
<td>LOOKING AHEAD TO THE NEXT MODULE</td>
<td>111</td>
</tr>
<tr>
<td>GROUP LEADER SELF-EVALUATION FORM: ACTIVITIES, SESSION 4</td>
<td>112</td>
</tr>
<tr>
<td>REFINEMENTS FOR GROUP MEMBERS</td>
<td>113</td>
</tr>
<tr>
<td>ORGANIZATIONS THAT PROVIDE HELP FOR DEPRESSION AND SUBSTANCE ABUSE</td>
<td>113</td>
</tr>
<tr>
<td>BOOKS AND VIDEOTAPES ABOUT DEPRESSION AND SUBSTANCE ABUSE</td>
<td>114</td>
</tr>
</tbody>
</table>
SESSION 1: HELPFUL ACTIVITIES CAN IMPROVE YOUR MOOD

LEADER TIPS

Materials Needed

- Group Member’s Workbooks (“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

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 depression.
LEADER TIPS

Welcome Group Members

As group members arrive:

- Introduce yourselves and invite group members to sit anywhere.
- Pass out the Group Member’s Workbooks (“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, follow the procedures that you have worked out with your supervisor in advance regarding how to handle these situations. Often this involves having one group leader meet privately with the client either during group or immediately following to further assess the client’s risk of suicide or “handing off” the client to another clinician who will conduct this assessment. Consult with your supervisor immediately in the case of a client who is suicidal.

Begin the group:

- Welcome all group members. Say: Welcome to the BRIGHT Group 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 four 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 workbooks belong to you.
  - You will be writing in them.
  - You should bring your workbooks 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 Workbook: 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 that do not involve using drugs or alcohol.
- 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 Helpful Activity
XI. Key Messages
XII. Practice
XIII. Feedback
XIV. Looking Ahead
GROUP RULES

LEADER TIPS

Time: 10 minutes
Group Member’s Workbook: 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 on your own will help you learn how to use the skills you learn and make it more likely that you will get well.

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

Time: 2 minutes
Group Member’s Workbook: 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. For example, if the next session is scheduled on a day that is a holiday, the day of that session may be changed. During this time, you will have a chance to tell the group leader ahead of time if, for example, you need to be late for a session.

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

Time: 10 minutes
Group Member’s Workbook: Page 4

1. Give group members phone numbers where they can contact you.
   - Write your names and the phone numbers on the board.
   - Suggest that group members write the information in their workbooks 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 and substance abuse later during the sessions. For now, let’s start the introductions with the subjects in your workbook.

2. Introduce the text. Provide a model for the group members by introducing yourselves first. Answer one or two questions in the workbook.
   - 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 or substance abuse 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 Workbook: 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. Introduce “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 feels sad at some point in their lives.
- 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

- Use of drugs or alcohol
- 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?

LEADER TIPS

Time: 10 minutes
Group Member’s Workbook: 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—to 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.
- Learn how staying free of drugs or alcohol can improve your mood.
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
  - Interactions with other people.
- Improve the way you feel and support your recovery.

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.

Because this CBT program is for people with depression and substance abuse, we will also discuss how mood and substance abuse are connected.

![The CBT Circle diagram](image-url)
This CBT treatment program is organized into four 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
- Module: How using drugs or alcohol affects your mood = 4 sessions

Total CBT sessions = 16 sessions

Group members can join the group at any module. However, each group member must begin with Session 1 of a module. That means that if the Activities module is #1 for you, the People Interactions module will be #2.

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.
LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 11

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

Refer to parts of the CBT circle, as you read the text below.

Thoughts. If a person loses a job, he or she might have thoughts like “I am useless now that I don’t work.” This can lead to feelings of depression. Feeling depressed can then lead to other harmful thoughts such as “nothing will ever work out for me.” This, in turn, will likely worsen the depression. Now, imagine a second person who, in response to the same event, instead thinks he or she learned a lot and got great experience at the job. The second person is less likely to become depressed. Being in a better mood may also lead to additional helpful thoughts like, “My past experience will help me get a new job.”

Activities. Another factor is how we act. Going back to our example, in response to losing a job one person might start sleeping a lot more and avoid going out of the house. These behaviors can lead to a worsening of depression, which in turn could lead to additional harmful behaviors, such as neglecting personal care—skipping meals, not showering, and so on. In contrast, if a person in response to losing his or her job decides to engage in healthy behaviors such as looking for new work or taking advantage of time at home to work on hobbies or other personal projects, this person’s mood is likely to be better. This, in turn, may make it easier for the person to engage in other healthy behaviors.

People. Depression can also negatively affect the amount or kinds of contact we have with other people. A person who loses their job might isolate from others. This may lead to feeling depressed, which in turn may lead to additional harmful interpersonal behaviors, such as spending time with one’s old drinking buddies. In contrast, if after losing a job a person seeks out support from others, this can help improve mood and lead to other healthy contacts with others—like getting advice on finding new work.

Substance abuse. In addition to harmful thoughts, behaviors, and contacts with people worsening depression, these factors can also lead to increased use of drugs and alcohol. Then another vicious cycle can develop in which increased substance use worsens depression, and the worsened depression, in turn, increases substance use. So when we put all these parts together, we see that CBT can help prevent this cycle of increased depression and substance use by helping a person to learn new ways to think and behave in response to stressors.

Ask questions to involve group members. For example “How can you relate the CBT Circle to your own lives?”
Using the CBT Circle, we can understand the cycle of depression. An upsetting event might happen, such as losing a job or the death of a relative. An upsetting event can also be less extreme, such as being late to work or having a disagreement with a friend. 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 (your behavior).
- Interactions you have with other people.
- Use of drugs or alcohol.

The CBT Circle

UPSETTING EVENT

For example, you lose your job.

You stay in bed all day.
Activities you do alone
Interactions with other people
You spend time with your old drinking friends.

THOUGHTS

“I’m useless now that I don’t work.”

BEHAVIOR

MOOD

ALCOHOL/DRUG USE AND RECOVERY

CBT helps break this cycle of depression by teaching you that for each of these factors—thoughts, activities, people interactions, and substance abuse—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 Workbook: Page 13

1. Introduce the text in the Group Member’s Workbook.

2. After the session, compare each group member’s PHQ-9 measure with the ones he or she has filled out before. This comparison will allow you to monitor each group member’s progress.

The depression 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 Session 1 and Session 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.
LEADER TIPS

Time: 15 minutes
Group Member’s Workbook: Page 13

Say: At least 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 workbooks]? 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 workbook** the ideas for how to have more helpful thoughts. Try them out and think about which worked 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 or a picture in your mind.
- 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

LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: 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 helpful activities and that when they don’t do helpful activities, they are more likely to be depressed.

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

Doing helpful 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 Workbook: 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 helpful activities?*

3. Write on the board the group’s ideas about how depression gets in the way of doing helpful activities.

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

5. **If you have time, ask:** How does doing drugs or alcohol get in the way of doing helpful activities?
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.
- [ ] I don’t remember what I did when I was sober.
- [ ] 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.
- [ ] I have to do all my work before I do anything else.
- [ ] I need to focus on getting better.

---

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

---

Activities and Your Mood, Session 1
What Activities Did You Used to Enjoy?

**LEADER TIPS**

*Time: 10 minutes*
*Group Member's Workbook: Page 17*

Help group members name at least one activity that they enjoy now or 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 or what they enjoy doing now. 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, and before you started using drugs and alcohol?

*Write down one activity you used to enjoy.*
Coming to Group CBT Is a Helpful Activity

LEADER TIPS

Time: 10 minutes
Group Member’s Workbook: 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 helpful 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

<table>
<thead>
<tr>
<th>Before I came to CBT today my mood was (circle one number).</th>
<th>Now my mood is (circle one number).</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best mood 9</td>
<td>Best mood 9</td>
</tr>
<tr>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>OK/average mood 5</td>
<td>OK/average mood 5</td>
</tr>
<tr>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Worst mood 1</td>
<td>Worst mood 1</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
KEY MESSAGES

What you do can affect how you feel.

It is common for people who have depression to lose interest in doing activities.

Doing helpful activities can help you feel better. And when you feel better, you will feel more like doing helpful activities.

LEADER TIPS

Time: 5 minute
Group Member’s Workbook: 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 helpful activities.

2. Review the key messages and ask group members if they have any questions or comments.

3. Help group members feel hopeful that CBT can help them get over their depression.
Leader Tips

Time: 10 minutes
Group Member’s Workbook: 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.
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?
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.

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>_____</th>
<th>_____</th>
<th>_____</th>
<th>_____</th>
<th>_____</th>
<th>_____</th>
<th>_____</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best mood</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>OK/average mood</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Worst mood</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>
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?
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

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.”

<table>
<thead>
<tr>
<th>Welcome</th>
<th>Taught/Done? (Yes/No)</th>
<th>How Difficult Was It to Lead This Part of the Session? (Easy/Hard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose and Outline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Announcements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Group Rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introductions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is Depression?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What is Cognitive Behavioral Therapy (CBT)?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How Does CBT Treat Depression?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How Have You Been Feeling?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Module</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Topic: The Connection Between Activities and Your Mood</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How Does Depression Get in the Way of Doing Activities?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>What Activities Did You Used to Enjoy?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coming to Group CBT is a Helpful Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Messages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looking Ahead</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SESSION 2: DOING A NEW ACTIVITY

LEADER TIPS

Materials Needed:

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

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 helpful 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 Workbook: 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 Helpful Activities
IV. Key Messages
V. Practice
VI. Feedback
VII. Looking Ahead

ANNOUNCEMENTS

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

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

Time: 15 minutes  
Group Member’s Workbook: 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

5. **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 Workbook:** 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 helpful activities can help you feel better. And when you feel better, you will feel more like doing helpful 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

The Link Between Activities and Mood: A Chaining Activity

LEADER TIPS

Time: 30 minutes
Group Member’s Workbook: 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” or “I stopped drinking.” 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 workbook, 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 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.
5. I have just stopped drinking alcohol.

4. Lie around and watch reruns on TV
3. Stay home all day
2. Hang out with a friend who drinks
1. Go in late to work with a hangover.
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 sober friend at the movies |
| 7. Go to an AA meeting and get support |
| 6. Take a walk outside |

5. I have just stopped drinking alcohol.

| 4. Lie around and watch reruns on TV |
| 3. Stay home all day |
| 2. Hang out with a friend who drinks |
| 1. Go in late to work with a hangover |

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 workbook.

9. Here is another example. This one does not relate to the use of drugs or alcohol.

| 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 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

<table>
<thead>
<tr>
<th>Best mood</th>
<th>9. Join a bowling league.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.</td>
<td>Go bowling with my new friend.</td>
</tr>
<tr>
<td>7.</td>
<td>Make a new friend at work.</td>
</tr>
<tr>
<td>6.</td>
<td>Join a divorce support group.</td>
</tr>
<tr>
<td>Okay/average mood</td>
<td>5. I got a divorce.</td>
</tr>
<tr>
<td>4.</td>
<td>Don’t see old friends who knew my husband too.</td>
</tr>
<tr>
<td>3.</td>
<td>Don’t answer the phone.</td>
</tr>
<tr>
<td>2.</td>
<td>Don’t get dressed on weekends.</td>
</tr>
<tr>
<td>Worst mood</td>
<td>1. Stay in bed all day.</td>
</tr>
</tbody>
</table>
### Your Chaining Activity

<table>
<thead>
<tr>
<th>Best mood</th>
<th>9.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8.</td>
</tr>
<tr>
<td></td>
<td>7.</td>
</tr>
<tr>
<td></td>
<td>6.</td>
</tr>
<tr>
<td>Okay/average mood</td>
<td>5. Statement of fact:</td>
</tr>
<tr>
<td></td>
<td>4.</td>
</tr>
<tr>
<td></td>
<td>3.</td>
</tr>
<tr>
<td></td>
<td>2.</td>
</tr>
<tr>
<td>Worst mood</td>
<td>1.</td>
</tr>
</tbody>
</table>

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 helpful activities. But when you do activities you are more likely to:
  - Feel happier and healthier.
  - Have helpful thoughts about yourself and your life.
  - Have helpful 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 Workbook: 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 helpful 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 Workbook: 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?

3. 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.

4. 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 (other than drugs or alcohol)?
- When you look at the newspaper or walk outside, do you see people doing helpful 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.

Helpful Activities: What Could You Do?

<table>
<thead>
<tr>
<th>Alone</th>
<th>With other people</th>
<th>Free or low cost</th>
<th>Short and simple</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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

_____________________________
Your Signature
It may be helpful to think about helpful 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
- Going to AA meetings

**Fun activities** are simple, helpful 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 Helpful Activities

LEADER TIPS

Time: 10 minutes
Group Member’s Workbook: 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 helpful 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 their workbook, or that are not on the list of examples. Think about who is in your group and examples that might fit them.

Additional ideas for people who abuse substances include:

- Go to an AA meeting.
- Work the steps.
- Give thanks for being alive and sober.
- Spend play time with family and children.

People who used to use drugs or alcohol may have an especially difficult time thinking of activities that don’t involve drugs or alcohol. It is possible that nothing else will sound fun to them. Help them think of ideas, and ask for ideas from other group members.
Here are some ideas of helpful 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 helpful activities.

68. ______________________________
69. ______________________________
70. ______________________________
71. ______________________________
**KEY MESSAGES**

- Because of your depression, it may feel difficult to get started doing helpful 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.

**LEADER TIPS**

**Time:** 5 minute  
**Group Member’s Workbook:** Page 36

1. **Review** the key messages from this session.

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.*
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 helpful 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 helpful activities you did each day and write the number at the bottom of each column.

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>Best mood</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>9 9 9 9 9 9 9</td>
<td>8 8 8 8 8 8 8</td>
<td>7 7 7 7 7 7 7</td>
<td>6 6 6 6 6 6 6</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OK/average mood</td>
<td>5 5 5 5 5 5 5</td>
<td>4 4 4 4 4 4 4</td>
<td>3 3 3 3 3 3 3</td>
<td>2 2 2 2 2 2 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Worst mood</td>
<td>1 1 1 1 1 1 1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

How many helpful activities did you do each day?
FEEDBACK

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?
The next session, Session 3 in “Activities and Your Mood” is called “Overcoming Obstacles to Doing Helpful Activities.”
GROUP LEADER SELF-EVALUATION FORM: ACTIVITIES, SESSION 2

**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.”

<table>
<thead>
<tr>
<th>Purpose and Outline</th>
<th>How Difficult Was It to Lead This Part of the Session?</th>
<th>Taught/Done?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td></td>
<td>(Yes/No)</td>
</tr>
<tr>
<td>Purpose and Outline</td>
<td></td>
<td>(Easy/Hard)</td>
</tr>
<tr>
<td>Announcements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Topic: Doing New Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>The Link Between Activities and Mood: A Chaining Activity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Getting Past Depression: Doing Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Even When You Don’t Feel Like It</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How to Get Ideas for Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>More Ideas for Helpful Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Messages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looking Ahead</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SESSION 3: OVERCOMING OBSTACLES TO DOING HELPFUL ACTIVITIES

LEADER TIPS

Materials Needed

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

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

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 helpful 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, follow the procedures that you have worked out with your supervisor in advance regarding how to handle these situations. Often this involves having one group leader meet privately with the client either during group or immediately following to further assess the client’s risk of suicide or “handing off” the client to another clinician who will conduct this assessment. Consult with your supervisor immediately in the case of a client who is suicidal.

Purpose and Outline

Group Member’s Guidebook: Page 39

Introduce the Purpose and Outline.
PURPOSE

- Identify the obstacles that may come up as you begin to do helpful 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**

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?**

**LEADER TIPS**

Time: 5 minutes  
Group Member’s Workbook: Page 40

1. **Read aloud** the text in the Group Member’s Workbook.

2. After the session, **compare** each group member’s survey with 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.
LEADER TIPS

Time: 15 minutes
Group Member’s Workbook: Page 41

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 helpful activities did you do on the day your mood was the lowest? What about the day that you had the highest mood? How many helpful activities did you do on that day? What got in the way of doing more helpful activities? What did you notice about the connection between the number of helpful 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 helpful 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 Workbook: Page 41**

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 helpful 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 Workbook: Page 42

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 workbooks 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 dong 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.

<table>
<thead>
<tr>
<th>Obstacles</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No time</td>
</tr>
<tr>
<td>2. No money</td>
</tr>
<tr>
<td>3. Tried an activity and didn’t like it</td>
</tr>
<tr>
<td>4. No energy (don’t feel like doing anything)</td>
</tr>
<tr>
<td>5. Too many work or family obligations</td>
</tr>
<tr>
<td>6. My harmful thoughts</td>
</tr>
<tr>
<td>7. Planned a lot of activities and felt overwhelmed</td>
</tr>
<tr>
<td>8. Don’t think I’ll enjoy a new activity</td>
</tr>
<tr>
<td>9. No transportation</td>
</tr>
<tr>
<td>10. Boring without drugs or alcohol</td>
</tr>
<tr>
<td>11. Physical pain</td>
</tr>
</tbody>
</table>

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 evaluating them. 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.
<table>
<thead>
<tr>
<th>Obstacles</th>
<th>Solutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. No time.</td>
<td>Activities don’t have to be big, or take a long time. Make time for activities; schedule them into your life.</td>
</tr>
<tr>
<td>2. No money</td>
<td>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.</td>
</tr>
<tr>
<td>3. Tried an activity and didn’t like it</td>
<td>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.</td>
</tr>
<tr>
<td>4. No energy (don’t feel like doing anything)</td>
<td>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.</td>
</tr>
<tr>
<td>5. Forgot what I like to do</td>
<td>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.</td>
</tr>
<tr>
<td>6. My harmful thoughts; for example, I am afraid that I will drink or use drugs if I go out</td>
<td>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. Ask how those who are in recovery confront this obstacle.</td>
</tr>
<tr>
<td>7. Planned a lot of activities and felt overwhelmed</td>
<td>Take it slow. You don’t have to do everything at once. Choose one or two activities and do those first.</td>
</tr>
<tr>
<td>8. Don’t think I’ll enjoy the activity</td>
<td>Try doing the activity anyway, and see if you enjoy it more than you expected to.</td>
</tr>
<tr>
<td>9. No transportation</td>
<td>Look for free transportation; get a ride from a friend or acquaintance; walk; bicycle; ride the bus; get reduced-price bus tokens.</td>
</tr>
<tr>
<td>10. No fun without drugs or alcohol</td>
<td>What was fun before drugs/alcohol? What are the alternatives?</td>
</tr>
<tr>
<td></td>
<td>o Try it anyway.</td>
</tr>
<tr>
<td></td>
<td>o Entertain yourself.</td>
</tr>
<tr>
<td>11. Physical pain</td>
<td>Do things at home. Invite people over. See a doctor for pain management.</td>
</tr>
</tbody>
</table>

**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**

Tell yourself out loud or in your head what is getting in your way.
- I would have done it BUT...
- I can't do it BECAUSE...

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

Think about all the possible solutions to the problems. Don’t think about whether the solutions are good or bad, possible or not.

<table>
<thead>
<tr>
<th>Problem</th>
<th>Solution</th>
</tr>
</thead>
</table>
| 1. I would have done an activity after work, but I worked late and didn’t have time. | 1. Do an activity that does not take a lot of time. You could:  
- Call a friend to plan an activity for another day.  
- Water a plant.  
- Read a story in the newspaper.  
- Eat an apple.  
- Take a warm bath before bed. |

2.  

3.  

4.  

**Step 3** Choose the solution that is the best for you, even if it isn’t perfect. Or combine two or three of your ideas.

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

**Step 5** If the solution doesn’t work, choose a different solution and try it.
LEADER TIPS

Time: 15 minutes
Group Member’s Workbook: Page 43

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?

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

2. 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.

3. 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

4. Introduce the “Pace Yourself” exercise in the Group Member’s Workbook. 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.

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.

   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?

   ________________________________
LEADER TIPS

Time: 20 minutes
Group Member’s Workbook: Page 44

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 Workbook: Page 47

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 workbooks.

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 picked a movie to see, choose whether you see it alone or with someone. Choose the time that you go and where you sit to make the activity as much fun as possible for you.

- **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)**

<table>
<thead>
<tr>
<th>Star rating system:</th>
<th>* not at all</th>
<th>** a little bit</th>
<th>*** moderately</th>
<th>**** quite a bit</th>
<th>***** extremely</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Activity</th>
<th>Before: How much do you think you will enjoy this activity?</th>
<th>After: How much did you actually enjoy this activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Going to a museum</td>
<td>**</td>
<td>***</td>
</tr>
</tbody>
</table>

Activities and Your Mood, Session 3  79
**KEY MESSAGES**

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.

**LEADER TIPS**

Time: 5 minutes
Group Member’s Workbook: Page 48

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.
**Practice**

**Leader Tips**

**Time:** 10 minutes  
**Group Member’s Workbook:** Page 48

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 helpful 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 workbook 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 helpful activities you did each day and write the number at the bottom of each column.

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>____</th>
<th>____</th>
<th>____</th>
<th>____</th>
<th>____</th>
<th>____</th>
<th>____</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Best mood</strong></td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td><strong>OK/average mood</strong></td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td><strong>Worst mood</strong></td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**How many helpful activities did you do each day?**
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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Before you do the activity: How much do you think you will enjoy this activity?</th>
<th>After you do the activity: How much did you actually enjoy this activity?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Going to a museum</td>
<td>**</td>
<td>***</td>
</tr>
<tr>
<td>Talking to a friend</td>
<td>***</td>
<td>****</td>
</tr>
</tbody>
</table>

|                                |                                                                                   |
|                                |                                                                                   |
|                                |                                                                                   |
|                                |                                                                                   |
|                                |                                                                                   |
|                                |                                                                                   |
|                                |                                                                                   |
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?
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

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.”

<table>
<thead>
<tr>
<th></th>
<th>Taught/Done? (Yes/No)</th>
<th>How Difficult Was It to Lead This Part of the Session? (Easy/Hard)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purpose and Outline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Announcements</td>
<td></td>
<td></td>
</tr>
<tr>
<td>How Have You Been Feeling?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Review</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Last Session</td>
<td></td>
<td></td>
</tr>
<tr>
<td>New Topic: Overcoming Obstacles</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Pacing Yourself</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Balancing Your Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Predicting Pleasure</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Key Messages</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Practice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Feedback</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Looking Ahead</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
SESSION 4: DOING HELPFUL ACTIVITIES TO SHAPE YOUR FUTURE

**LEADER TIPS**

**Materials Needed**

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

**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 Workbook: Page 53**
- **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

LEADER TIPS

Time: 2 minutes
Group Member’s Workbook: Page 54

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?
LEADER TIPS

Time: 15 minutes
Group Member’s Workbook: Page 54

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 helpful activities did you do on the day your mood was the lowest? What about the day that you had the highest mood? How many helpful activities did you do on that day? What got in the way of doing more helpful activities? What did you notice about the connection between the number of helpful 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?
**Practice**

- Review your Quick Mood Scale. How many helpful 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’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

The Importance of Setting Goals

LEADER TIPS

Time: 10 minutes
Group Member’s Workbook: Page 56

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 their workbook.
3. Say: 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.

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

<table>
<thead>
<tr>
<th>Values</th>
<th>Long-term Goal</th>
<th>Short-term Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Family</td>
<td>Close relationships with immediate and extended family.</td>
<td>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.</td>
</tr>
<tr>
<td>Helping other people</td>
<td>Make a difference in other people’s lives. Teach children to be kind.</td>
<td>Volunteer at a homeless shelter once a month. Take children to visit elderly neighbor once a week.</td>
</tr>
<tr>
<td>Respecting the environment</td>
<td>Produce only two pounds of trash per week. Find a job in environmental field.</td>
<td>Recycle. Take a class to learn how to compost. Join Sierra Club and volunteer.</td>
</tr>
<tr>
<td>Achieving as much as you can at work</td>
<td>Be promoted within two years.</td>
<td>Be on time every day. Get education and training. Talk often with boss. Take extra assignments.</td>
</tr>
</tbody>
</table>

**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 once again. Think of this as a way to practice setting goals again. Goals can help motivate you to get going.
What Are Your Dreams for the Future?

LEADER TIPS

Time: 30 minutes
Group Member’s Workbook: Page 59

Say: Look at the page in your workbooks 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 if any group members have questions.

Step 5. Ask: Can anybody think of an example of a short-term goal?

Step 6. 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 take 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 Workbook: Page 63

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 workbooks 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)

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
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:

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

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):

_______________________________________________________

_______________________________________________________

Celebrate!

I will celebrate reaching my short-term goal by:

_______________________________________________________

_______________________________________________________

I will celebrate reaching my long-term goal by:

_______________________________________________________

_______________________________________________________

_______________________________________________________
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.
LEADER TIPS

Time: 10 minutes
Group Member’s Workbook: Page 66

Emphasize again the importance of practice and talk about the practice activities described in the Group Member’s Workbook. 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 helpful 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 helpful activities you did each day and write the number at the bottom of each column.

<table>
<thead>
<tr>
<th>Day of the Week</th>
<th>______</th>
<th>______</th>
<th>______</th>
<th>______</th>
<th>______</th>
<th>______</th>
<th>______</th>
</tr>
</thead>
<tbody>
<tr>
<td>Best mood</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td></td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>OK/average mood</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Worst mood</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

How many helpful activities did you do each day?
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

LEADER TIPS

Time: 5 minutes
Group Member’s Workbook: Page 68
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 Helpful 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 helpful activities can help you feel better. And when you feel better, you will feel more like doing helpful activities.
Session 2: Doing a New Activity

- Because of your depression, it may feel difficult to get started doing helpful 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 Helpful 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 Helpful 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.
LEADER TIPS

Time: 20 minutes  
Group Member’s Workbook: Page 71  

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 okay 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 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 four 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?
5. What will you do the next time you feel like using?

If you still feel depressed, tell your group leader, and he or she will help you get further treatment.
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 helpful contacts with supportive people.
GROUP LEADER SELF-EVALUATION FORM: ACTIVITIES, SESSION 4

**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.”

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

ORGANIZATIONS THAT PROVIDE HELP FOR DEPRESSION AND SUBSTANCE ABUSE

Alcoholics Anonymous (AA)
1-800-923-9722

Depression and Bipolar Support Alliance (DBSA)
1-800-826-3632
www.dbsalliance.org

Narcotics Anonymous (NA)
www.na.org

National Alliance for the Mentally Ill (NAMI)
1-800-950-6264
www.nami.org

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

Recovery Inc. (self-help program for mental health)
1-312-337-5661
www.recovery-inc.org
BOOKS AND VIDEOTAPES ABOUT DEPRESSION AND SUBSTANCE ABUSE

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

Coping with Depression (videotape)
Author: Mary Ellen Copeland

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.

Mind Over Mood: Change How You Feel by Changing the Way You Think
Authors: Dennis Greenberger and Christine A. Padesky.