To help the child identify and use positive activities to improve his or her mood.



The family will learn the relation between the things we do and how we feel, emphasising the link between positive activities and feeling good. The child will identify 10 activities that he or she can do to improve his or her mood.

The child will schedule activities that make him or her feel good

Fear Thermometer and Fear Ladder (2 unrated copies for anxiety/trauma),

Feelings Thermometer (for depression) (pp. 305, 307, 329)

Doing Something Fun to Feel Better worksheet (p. 343)

Ten things I Can Do to Feel Better worksheet (p. 344)

Scheduling Time for Fun worksheet (p. 345)

Activity Selection parent handout (p. 346)

## Pencils, crayons, markers

Weekly questionnaires **and** Monitoring sheet (see pages 268 285) Therapist Note Taking Sheet (p. 267)

If time is tight: Convey the link between activities and feelings and help the child brainstorm a list of 10 activities that he or she could do to feel better.

Remember to start by setting an agenda together and by
reviewing any practice assignments.
If the main focus is traumatic stress or anxiety, use the 0 to 10
scale of the Fear Thermometer to obtain Fear Ladder ratings
from both the child and his or her parent. If the main focus is
depressed mood, use the Feelings Thermometer to take a rating.
Review the Weekly questionnaires and Monitoring sheet in
detail.

## Doing Something Fun to Feel Better

1. Induce a negative mood with the child by describing a stressful situation. An example would be:

Close your eyes and imagine that you are having a terrible day. You are late to school, and you forgot your homework! At lunch, you spill your drink on your clothes, and a bunch of kids laugh at you. When you get home, your mum makes you clean your room, and you miss your favourite TV show.

- 2. Have the child rate his or her mood at the top of the *Doing* Something Fun to Feel Better worksheet.
- 3. Have the parent engage in a fun, high-energy activity with the child (e.g., hula-hooping, singing a song) for a few minutes, until the child is having fun.
- **4.** Have the child do the second mood rating on the *Doing* Something Fun to Feel Better worksheet.

Briefly discuss with the child the effect of the activity on his or her mood ratings. Explain how low mood was related to thinking about something sad. Note how doing something for only a few minutes can improve mood. If the child's mood rating went up after the activity, note how well this activity worked for the child; if the child's mood rating remained the same or declined after the activity, discuss possible reasons for this (e.g., child didn't like activity, too little time).

So we just did something really quick and it raised your mood by 2 points! You went from a 5 to a 7! That's great! And I bet hulahooping isn't even one of your favourite activities! What's an activity that you really love doing? What do you think your rating would be if you were doing that instead?

Discuss how what we do our activities can affect our mood, or how we feel. Explain that doing activities we enjoy can make us feel good and that doing activities we do not enjoy (or doing ) can make us feel bad (or ). Have the child think of a time when he or she felt sad, did nothing, and continued to feel bad as well as a time when he or she felt sad, did something fun and felt better.

So what we do affects how we feel. When we are in a good mood, we probably want to do a lot of fun things. But when we are in a bad mood, we may not want to do anything fun, and then we may just stay in a bad mood. Can you think of a time when you were in a bad mood or were upset, and you didn't do anything (or maybe you decided not to do something fun) and you stayed in a bad mood? What about a time when you felt bad, did something fun, and then felt better?

Discuss with the child four types of activities that can improve mood and have the child list some examples for each activity:

child in using the new concepts and tools introduced in the therapy sessions.

Tell the parent/s you will send a written summary and the materials for the next session. Remind them that they <u>do not</u> need to be completed for next session as you will go through them together in the session. Tell the family you will also send the *Weekly questionnaires, Monitoring sheet* and *Feelings*Thermometer

planning one mood-enhancing activity for each day of the week, using the *Scheduling Time for Fun* worksheet.

Check in on goals: Does the child feel that he or she is making progress? How does the material you covered today relate to the goals you set together?

Depression	If the child enters the session in a bad mood, or seems tired, lethargic, or uninterested, this is an opportunity to introduce a mood booster: take a brief mood rating using the Feelings
	Thermometer, spend a few minutes engaging in a pleasant activity, and then take another mood rating. If the activity was successful, highlight to the child that what we do changes how we feel and then move on to covering the problem solving skill.

Did you praise often?
Did you review often, by asking questions?
Did you simplify the steps as needed?
Did your pace match that of the child or family?
Did you stay on track?