Depression Demolition

A Game of Breaking Down Barriers to Happiness

Positive Thinking

Social Supports

Enjoyable Activities

Breaking Down Goals
Depression Demolition: A Game of Breaking Down Barriers to Happiness

INTRODUCTION

Depression Demolition is a unique, hands-on card game that helps players see and obliterate factors in depression. The game contains tangible representations of barriers to happiness that players get to “demolish” during game play as they describe their use of various coping skills. Players will benefit from this game by

- Identifying social supports and their importance
- Identifying activities that can improve mood
- Practicing positive self-talk
- Learning to break down goals into reasonable tasks

GAME RATIONALE

Childhood is a time of exploration, learning, and delight - a time when children should enjoy and wonder at each day’s new experiences. Depression, however, can stifle that enjoyment, as the disorder includes irritability, pessimistic thinking, loss of pleasure in previously enjoyable activities, self-critical thoughts, and feelings of being overwhelmed (Basu, 2009; Frank, et al., 2007). Indeed, early onset depression has also been linked to suicide attempts, high school drop-out, and teen pregnancy (Lewinsohn, Rohde, & Seeley, 1998; Kessler, Foster, Saundres, & Stang, 1995; Kessler et. al., 1997).

The good news is that there is strong empirical evidence that Cognitive-Behavioral Therapies (CBT) and Interpersonal Therapy (IPT) are effective in the treatment of depression (Butler, Chapman, Forman, & Beck, 2006; Rosello & Bernal, 1999). In fact, these therapies are favored over other approaches such as psychodynamic treatments (Lambert, Bergin, & Garfield, 2004). Depression Demolition is based on these same cognitive-behavioral and interpersonal principles and interventions.

Depression Demolition helps children gain competencies in four distinct areas which have been shown to decrease current depressive symptoms and protect against further depression. These skills include identification and creation of social supports (Knowles, 2009; Rockhill, et al., 2009), recognition and participation in enjoyable activities (Basu, 2009), positive thinking/self-talk (Lightsey, 1994), and the break down of goals into smaller tasks to reduce stress (Frank, et al., 2007).

PLAYERS

2 - 6, ages 5 - adult

PROVIDED GAME MATERIALS

One (1) set of Depression Demolition game cards
Four (4) barrier boxes
NEEDED MATERIALS

Color printer
Paper, OR card stock OR perforated business card stock (i.e. Avery 8373 or 8869 or 8371)
Scissors
Tape
OPTIONAL: glue stick

BEFORE YOU PLAY

If using regular paper:
1. Print out pgs. 5-20 of this document.
2. Print one set of four (4) barrier boxes (pgs. 21 & 22) for each player (i.e. two sets for two player, four sets for four players).
3. Glue the backs of the cards to the front of the cards (i.e. glue pgs. 5-12 to pgs. 13-20). (TIP: a glue stick works best so that the paper does not become too wet).
4. Cut along the dotted lines of the playing cards.
5. Cut along the solid black lines of the barrier boxes.
6. Fold along the dotted lines of the barrier boxes so that writing is on the outside of the box; tape ends together so that barrier boxes “stand up.”
7. OPTIONAL: You can laminate the cards for a longer lasting game.
8. NOTE: Barrier boxes will have to be reprinted for each new game.

If using card stock:
1. Print out the fronts of the cards (pgs. 5-12); reload them into your printer so that the backs can be printed. Make sure that the card stock is facing the right direction. Print pgs. 13-20.
2. Print out one set of barrier boxes for each player (pgs. 21 & 22) (i.e. two sets for two player, four sets for four players).
3. Cut along the dotted lines of the playing cards.
4. Cut along the solid black lines of the barrier boxes.
5. Fold along the dotted lines of the barrier boxes so that writing is on the outside of the box; tape ends together so that barrier boxes “stand up.”
6. NOTE: Barrier boxes will have to be reprinted for each new game.

If using perforated business card stock (Avery 8373 or 8869 or 8371)
9. Prior to loading the business card stock, on regular paper or card stock print one set of four (4) barrier boxes (pgs. 21 & 22) for each player (i.e. two sets for two player, four sets for four players).
1. Load the business card stock in the printer. (Make sure that none of the sheets stick together.)
2. Print out the fronts of the cards (pp. 5-12 of this document)
3. Reload the printed fronts of the cards into your printer so that the backs can be printed. Make sure that it is facing the right direction. Print pp. 13-20 of this document.
4. Tear along the perforated lines of all the cards.
5. Cut along the solid black lines of the barrier boxes.
6. Fold along the dotted lines of the barrier boxes so that writing is on the outside of the box; tape ends together so that barrier boxes “stand up.”
7. NOTE: Barrier boxes will have to be reprinted for each new game.
OBJECT OF THE GAME

The object of the game is to be the first player to complete the tasks on 3 cards from each category and demolish all of his/her barrier boxes.

GAME SET-UP

Place shuffled cards face down in a pile in the center of the playing area. Place one, assembled, barrier box from each of the four (4) categories (Social Supports, Enjoyable Activities, Positive thinking/self-talk and Breaking Goals Down into Reasonable Tasks) in front of each player.

RULES

Game play will begin with the youngest player. On their first turn, players will draw three cards from the deck and hold the cards so that other players are unable to see the front of the cards. The player will choose one of the cards in his/her hand to place, face up in front of the barrier box of the same category. The player will then read the card aloud and complete the instructions on the card. If this is the first or second card played in front of the barrier box then the player’s turn is over and game play continues with the player to the left. If this is the third card played in front of the barrier box then the player will demolish the barrier box by mashing it with his/her hand. This will mark the end of his/her turn and game play will continue to the left.

Once a barrier box has been demolished, no more cards can be played in front of that barrier box. For example, if a player plays a third card in front of the “social supports” barrier box, then the player demolishes the “social supports” barrier box and can no longer play “social supports” cards.

If a player cannot play any of the three cards in his/her hand, s/he will place one of his/her cards, face down at the bottom of the deck and draw a new card on his/her next turn. Placing the card at the bottom of the deck marks the end of the player’s turn and game play continues to the left.

The winner is the first player to demolish all of their barrier boxes.

REFERENCES

Social Supports
Name someone at school that you can talk to about your feelings. Why s/he easy to talk to?

Social Supports
Name someone at home that you can talk to about your feelings. Why is s/he easy to talk to?

Social Supports
Name a friend that is a good listener. What makes her/him a good listener?

Social Supports
Name an adult that is a good listener. What makes her/him a good listener?

Social Supports
Think of a time someone came to you with a problem. How did you feel? What did you do?

Social Supports
Who was the last person you talked to about your feelings? How did you feel?

Social Supports
Why do you think that it is difficult for some kids to talk to others about their feelings? Do you agree with this?

Social Supports
Can you think of a time that you wished you had someone to talk to about your feelings? Who did you want to talk to?
Social Supports
Name someone at school that you can talk to about your feelings. Why is s/he easy to talk to?

Social Supports
Name someone at home that you can talk to about your feelings. Why is s/he easy to talk to?

Social Supports
Name a friend that is a good listener. What makes her/him a good listener?

Social Supports
Name an adult that is a good listener. What makes her/him a good listener?

Social Supports
Think of a time someone came to you with a problem. How did you feel? What did you do?

Social Supports
Who was the last person you talked to about your feelings? How did you feel?

Social Supports
Why do you think that it is difficult for some kids to talk to others about their feelings? Do you agree with this?

Social Supports
Can you think of a time that you wished you had someone to talk to about your feelings? Who did you want to talk to?
Enjoyable Activities

What is something that you like to do? Why do you enjoy it?

Enjoyable Activities

What is an activity that you do that puts you in a good mood? How often do you do it?

Enjoyable Activities

What is your favorite song? How do you feel when you listen to it?

Enjoyable Activities

How do you feel when you get exercise? How often do you get exercise?

Enjoyable Activities

What is a TV show that you enjoy? How do you feel when you watch it?

Enjoyable Activities

Who is someone you like to play with? What is your favorite game to play with her/him?

Enjoyable Activities

What is something that makes you happy? Why?

Enjoyable Activities

What makes you laugh? Why?
Enjoyable Activities
What is something that you like to do? Why do you enjoy it?

Enjoyable Activities
What is an activity that you do that puts you in a good mood? How often do you do it?

Enjoyable Activities
What is your favorite song? How do you feel when you listen to it?

Enjoyable Activities
How do you feel when you get exercise? How often do you get exercise?

Enjoyable Activities
What is a TV show that you enjoy? How does it make you feel when you watch it?

Enjoyable Activities
Who is someone you like to play with? What is your favorite game to play with her/him?

Enjoyable Activities
What is something that makes you happy? Why?

Enjoyable Activities
What makes you laugh? Why?
Positive thinking /Self-talk

Name one positive thing about yourself.

Positive thinking /Self-talk

Name one positive thing about the person to your left.

Positive thinking /Self-talk

Name one positive thing about tomorrow. How do you feel?

Positive thinking /Self-talk

What is something that you like about yourself?

Positive thinking /Self-talk

Say aloud, “This isn’t so bad, I can get through this.” How can positive self-talk help your mood?

Positive thinking /Self-talk

Say aloud, “Everything is going to be OK.” How do you feel?

Positive thinking /Self-talk

What is something positive you can say to yourself when you are feeling sad?

Positive thinking /Self-talk

Fill in the blank with something positive. “Today is going to be a ____________ day.” How can saying this improve your mood?
Positive thinking /Self-talk

Name one positive thing about yourself.

Positive thinking /Self-talk

Name one positive thing about the person to your left.

Positive thinking /Self-talk

Name one positive thing about tomorrow. How do you feel?

Positive thinking /Self-talk

What is something that you like about yourself?

Positive thinking /Self-talk

Say aloud, “This isn’t so bad, I can get through this.” How can positive self-talk help your mood?

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Say aloud, “Everything is going to be OK.” How do you feel?

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What is something positive you can say to yourself when you are feeling sad?

Positive thinking /Self-talk

Fill in the blank with something positive. “Today is going to be a ________ day.” How can saying this improve your mood?
Breaking Goals Down into Reasonable Tasks

What is a long term goal that you want to reach? What is a small task that you can do now to help reach that goal?

Breaking Goals Down into Reasonable Tasks

Why is it important to break goals down into smaller pieces? How can this help you achieve your goals?

Breaking Goals Down into Reasonable Tasks

If I focus on the task of getting good grades, what goal can this help reach?

Breaking Goals Down into Reasonable Tasks

My goal is to be happier. What is a small task that I can do to help accomplish my goal?

Breaking Goals Down into Reasonable Tasks

My goal is to be a baseball player. What is a small task that you can do daily to help reach a goal that you have.

Breaking Goals Down into Reasonable Tasks

My goal is to get good grades. What is a small task that I can do to help accomplish my goal? How can it help to break your goals down into smaller tasks?

Breaking Goals Down into Reasonable Tasks

Fill in the blanks. “My goal is to ___________. A small task that will help me achieve this is ______________.”
Breaking Goals Down into Reasonable Tasks

What is a long term goal that you want to reach? What is a small task that you can do now to help reach that goal?

Breaking Goals Down into Reasonable Tasks

Name 1 small thing that you can do daily to help reach a goal that you have.

Breaking Goals Down into Reasonable Tasks

Why is it important to break goals down into smaller pieces? How can this help achieve your goals?

Breaking Goals Down into Reasonable Tasks

My goal is to be a baseball player. What is a small task that I can do to help accomplish my goal?

Breaking Goals Down into Reasonable Tasks

If I focus on the task of getting good grades, what goal can this help reach?

Breaking Goals Down into Reasonable Tasks

My goal is to get good grades. What is a small task that I can do to help accomplish my goal?

Breaking Goals Down into Reasonable Tasks

My goal is to be happier. What is a small task that I can do to help accomplish my goal?

Breaking Goals Down into Reasonable Tasks

Fill in the blanks. “My goal is to ___________. A small task that will help me achieve this is
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**Barrier:** Lack of Social Supports

Place Social Support cards here

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**Barrier:** Not enjoying the things you used to enjoy

Place Enjoyable Activities cards here

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**Barrier:** Negative thinking about self, others and the future

Place Positive Thinking/Self-talk cards here