



Managing Moods Workbook *for Teens*

**A TOOLBOX of REPRODUCIBLE
ASSESSMENTS and ACTIVITIES
for FACILITATORS**

Ester R.A. Leutenberg
and John J. Liptak, EdD



101 W. 2nd St., Suite 203
Duluth, MN 55802-1908

800-247-6789

books@wholeperson.com
www.wholeperson.com

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A Toolbox of Reproducible Assessments and Activities

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Printed in the United States of America

10 9 8 7 6 5 4 3 2 1

Editorial Director: Carlene Sippola
Art Director: Joy Morgan Dey

Library of Congress Control Number: 2014909596
ISBN: 978-1-57025-320-1

Using the *Managing Moods Workbook for Teens*

Teen years can be extremely difficult, even in the best of circumstances. During these years emotions can be intense, and changes in mood occur very rapidly. Adolescence is a time of not only great emotional turmoil, but also sudden mood swings and increasing rebelliousness. It is important for teens to be aware of when they are responding typically to stressful life circumstances or when they are experiencing excessive moodiness that seems to be taking over their lives.

Teens tend to be very emotional. Some of these feelings will be positive. On the other hand, some may also be negative and bring forth feelings of sadness, restlessness and irritability. It is usual to feel these types of negative feelings every now and then, but when these moody feelings last for weeks, months, or even years, it is a sign of a more serious mood issue. When teens find themselves taking little joy in activities they have previously enjoyed, appearing increasingly more irritable, and feeling fatigue and a general loss of energy, they may be experiencing symptoms of more serious problems that require assessment and treatment by a medical professional.

Serious mental health issues can stretch far beyond the usual limits of disappointment, loss, frustration, and joylessness. Mood problems can be accompanied by an inability to cope with everyday life issues and stressors. Rather than temporary feelings of *down in the dumps*, these extreme feelings tend to last for more than a few hours or days and tend to affect all aspects of a teen's life, leaving the teen feeling empty, unable to function as usual, and possibly hopeless for weeks, months, and years.

Teens who experience problems in maintaining a balanced and healthy overall mood are often incapable of functioning well in daily life. They frequently experience extreme emotional states, negative feelings, and self-defeating moods inconsistent with what is happening in their environment. Teens struggling with this mental condition find that they are unable to conquer their moodiness with family members, with family and friends, at school and in their community. Teens experiencing moodiness have problems in interpersonal relationships, ability to study and concentrate, and in the ways they eat, sleep, relax, and live their daily lives. Their real potential is greatly inhibited.

What Other Ways Does a Mood Management Issue Manifest Itself?

For teens, moodiness manifests itself in a wide variety of ways. It is critical to be aware of, understand, and be cognizant of how these symptoms are commonly seen in teens. Although all symptoms do not have to be present, those that are will typically cause significant distress and/or impairment in daily functioning:

- Restlessness
- Poor school performance
- Irritability
- Argumentative/angry outbursts at home and in the community
- Antisocial behavior
- Running away from home
- Theft and vandalism
- Unsafe sexual behavior
- Secretiveness
- Alcohol/illegal drug use
- Withdrawal
- Bullying
- Picking fights
- Weight gain/weight loss
- Feelings of worthlessness
- Loss of appetite
- Pronounced fears and phobias
- Family Upheaval
- Fatigue
- Inability to think, focus, or make decisions
- Loss of interest in activities and/or people
- Problems exaggerated or imaginary
- Self-mutilation
- Preoccupation with death and/or suicide
- Physical complaints – excessive/exaggerated

**Our goal for this workbook is NOT to diagnose a mental illness,
or even for the facilitator to make that diagnosis from this book's content.
Please see page x for further explanation.**

Types of Serious Mood Inconsistencies

Different types of mood disturbances are conveyed and expressed in different forms and include:

MAJOR DEPRESSION (often referred to as unipolar depression) involves a profoundly sad mood and a high probability of distorted depressive thinking that occur over time.

Some of the additional symptoms:

- A persistent, sad mood most of the day accompanied by feeling empty
- Experiencing a significant reduction in appetite and weight loss when not dieting, or increased appetite and weight gain
- Hypersomnia (sleeping too much) or insomnia (an inability to sleep)
- Feelings of inadequacy
- Racing thoughts and impulsive behaviors
- Hostility or aggression
- Feelings of agitation or feelings of restlessness
- Fatigue, loss of energy or feelings of being slowed down
- Feelings of worthlessness and hopelessness or excessive or inappropriate guilt
- Diminished ability to think or concentrate, remember things or be decisive
- Constant feelings of anxiety or feelings of irritability
- Loss of interest in activities, or a decrease in pleasure in activities once enjoyed
- Physical symptoms such as headaches, pain, digestive problems
- Thoughts of suicide and/or causing danger to others

BIPOLAR DEPRESSION involves an alteration (like a roller-coaster ride) of down feelings (depression) and up feelings (excessive and often inappropriate euphoric), rapid speech and hyperactivity.

Some additional symptoms:

- Cycles of elation and depression
- Distinct periods of abnormally and persistently elevated and euphoric mood
- Inflated self-esteem or grandiosity
- Decrease in the need for sleep
- Flight of ideas
- Distractibility
- Increased engagement in risky behavior

MILDER FORMS OF DEPRESSION carry detectable symptoms and impact daily activities in ways that demonstrate a diminished interest in things people usually find interesting or enjoyable.

Some of these types of mood disturbances:

- Dysthymia – Person has a mild depression that lingers for more than two years. For people with dysthymia, life has little pleasure. They tend to be cranky, irritable, and testy.
- Postpartum Depression – Person experiences depression after childbirth. Sometimes called *baby blues*, this type of depression may be associated with psychological and physical factors.
- Seasonal Affective Disorder – Person experiences depression with seasonal changes in climate and light.

DEPRESSION FROM UNKNOWN ORIGIN includes feelings of sadness and emptiness, low energy, and a lack of interest that occurs naturally when experiencing change or stress in life.

Unlike the feelings of sadness and moodiness that are part of everyday life, many people are often unable to deal with their feelings of sadness and moodiness and their feelings last much longer. The mood is accompanied by feelings of irritability and hostility, a growing sense of fatigue, and a sense of hopelessness about the future.

Sources of Serious Mood Inconsistencies

Where do disturbances in mood originate? Why do some teens experience changes in mood and moodiness, while others do not? That is not an easy question to answer. Because mood inconsistencies are very complex in nature, they usually do not originate from one source. Rather, many things can lead to mood disturbances in teens, and often it is not only one of the following sources, but a combination of several sources.

Negative Thinking

Distorted, maladaptive, and irrational thinking can cause and enhance feelings of sadness and moodiness. A thorough examination should be conducted by a medical professional to assess teens' thought processes as they relate to and affect feelings.

Genetics and Biology

Family history can influence one's predisposition to moodiness. Similarly, changes in teens' bodies including fluctuating hormones associated with puberty can be a factor. A complete medical and psychological history should be collected by a medical professional to identify family members who may also have experienced mood fluctuations.

Uncontrollable Situations

Situations in which people find themselves unable to control outcomes can enhance feelings of anxiety, sadness, a loss of interest, and a sense of hopelessness and helplessness. An examination of the situations in which teens experience feelings of moodiness should be conducted by a medical professional.

Life Events

An inability to cope with major stressors can be a factor in moodiness. Some of the major stressors that often precede mood disturbances include being bullied, peer pressure, traumatic shock, abuse, differences in sexual orientation, loss of family members, and problems at school. An examination of the life events that may be causing sadness and moodiness should be conducted by a medical professional.

Medical Conditions

Teens who have medical conditions often experience mood disturbances as a secondary symptom. Physical symptoms such as aches and pains should be explored. A teen's medical history can reveal conditions that might induce a mood problem and should be examined by a medical professional.

Substances

Teens often experience mood problems from experimental or chronic use of alcohol and drugs. An examination of a teen's drug and alcohol use should be examined by a medical professional.

Lack of Social Support

Teens who have access to a social support system are much less likely to experience severe and extended bouts of sadness. An examination of a teen's support system should be conducted by a medical professional.

Managing Moods Workbook for Teens Can Help Everyone Who is Moody

The assessments and activities in this workbook are designed to provide facilitators with a wide variety of tools to use in helping people manage their moods. Many choices for self-exploration are provided for facilitators to determine which tools best suit the unique needs of their teens.

The purpose of this workbook is to provide a user-friendly guide to short-term assessments and activities designed to help people conquer feelings of moodiness and experience a greater sense of wellbeing. In addition, this workbook is designed to help provide facilitators and teens with tools and information needed to be aware of mood issues, and overcome the stigma attached to mood issues, NOT to diagnose mood disorders.

In order to help teens successfully deal with moodiness, it is extremely helpful for facilitators to have a variety of appealing, user-friendly assessments and activities to help teens “open-up” and begin to feel as if their moods are less intense and more balanced, and that they are not alone. The *Managing Moods Workbook for Teens* provides assessments and self-guided activities to help teens reduce the intensity of moodiness and begin living more effective and fulfilling lives.

When to Worry?

Disturbances in mood are much more painful and numbing than the everyday blues and sadness that most people experience from time to time. These disturbances are much more than a temporary feeling of being down in the dumps, disappointed, sad after a loss, irritable, angry or frustrated. Ongoing, constant moodiness is a pervasive sense of emptiness in which people are unable to engage with daily life. They feel lethargic about everyone and everything, experience a series of highs and lows, and are immobilized to the level that getting out of bed can feel like a difficult task. The good news is that people can develop the cognitive, affective, and behavioral skills needed to decrease the amount, depth and duration of their moodiness and begin to feel a sense of joy, contentment, and wellbeing. **Teens who experience these feelings for an extended period of time are at risk of having a serious mood disturbance and need to seek professional medical and psychological assistance.**

Suicide Warning!

Teens who experience severe bouts of moodiness are often at risk for suicide. Sometimes their feelings can be so strong that they think the only way to escape the pain is to die by suicide. Remember to take any talk about suicide or suicidal acts very seriously. Anyone showing any of the following symptoms needs to be taken seriously, and facilitators can take an active role in their finding help immediately:

- Withdrawing from family, friends, and activities of interest in the past
- Increasing use of harmful substances
- Giving away possessions
- Expressing severe hopelessness about the future
- Making a plan for dying by suicide
- Calling or visiting people to say goodbye
- Preoccupation with death
- Engaging in reckless behavior
- Talking about killing or harming self
- Expressing feelings of being trapped with no way out
- Purchasing or borrowing a weapon

Teens need to do much more than complete the assessments, activities and exercises contained in this workbook if they have serious mental issues. All mood disturbances need to be thoroughly evaluated by a medical professional, and then treated with an appropriate combination of medication and group and/or individual therapy.

Format of the *Managing Moods Workbook for Teens*

The *Managing Moods Workbook for Teens* is designed to be used either independently or as part of an established mental health program. You may administer any of the assessments and the guided self-exploration activities to an individual or a group with whom you are working. You may administer any of the assessments and activities over one or more days. Feel free to pick and choose those that best fit the outcomes you desire. The purpose of this workbook is to provide facilitators who work with individuals and groups with a series of reproducible activities that can be used to supplement their work with teens. Because the activity pages in this workbook are reproducible, they can be photocopied as is, or by changes may be made with white out, or by adding additional words to a master to suit each individual or group, and then photocopied.

Assessments

Assessments, with scales for each module, establish a behavioral baseline from which facilitators and teens can gauge progress toward identified goals. This workbook will supplement a facilitator's work by providing assessments designed to measure behavioral baselines for assessing client change. In order to do so, assessments with scoring directions and interpretation materials begin each module. The authors recommend that you begin presenting each topic by asking teens to complete the assessment. Facilitators can choose one or more, or all of the activities relevant to their teens' specific needs and concerns.

The awareness modules contained in this workbook will prompt insight and behavioral change and begin with a scale for the following purposes:

- Help facilitators to develop a numerical baseline of behavior, attitude, and personality characteristics before they begin their plan of treatment.
- Help facilitators gather valuable information about their teen clients/students.
- Help facilitators measure change over time.
- Help teens feel part of the treatment-planning process.
- Provide teens with a starting point to begin to learn more about themselves and their strengths and limitations.
- Facilitators use as pre-tests and post-tests to measure changes in behavior, attitude and personality.
- Facilitators identify patterns that are negatively affecting a teen.

Assessments are a great aid in developing plans for effective change and decreased moodiness.

Be aware of the following when administering, scoring, and interpreting the assessments contained in this workbook:

- The purpose of these assessments is not to pigeonhole or diagnose people, but to allow them to explore various elements of themselves and their situations.
- This workbook contains *self-assessments* and not *tests*. Traditional tests measure knowledge or right or wrong responses. For the assessments provided in this workbook, remind teens that there are no right or wrong answers. These assessments ask only for opinions or attitudes.
- Assessments in this workbook have face value, but have not been formally normed for validity and reliability.
- Assessments in this workbook are based on self-reported data. In other words, the accuracy and usefulness of the information is dependent on the information that teens honestly provide about themselves. Assure them that if they don't want anyone else to know what they wrote, they do not need to share their information. They can be honest.
- Assessments are exploratory exercises and not a judgment of who the teens are as human beings.
- Assessments are not a substitute for professional assistance and/or diagnosis. If you feel any of your teens need more assistance than you can provide, refer them to an appropriate professional.

(Format continued on the next page)

Format of the Managing Moods Workbook for Teens *(continued)*

Assessment Script

When administering the assessments contained in this workbook, please remember that the assessments can be administered, scored, and interpreted by the client/student. If working in a group, facilitator can circulate among teens as they complete assessments to ensure that there are no questions. If working with an individual client/student, facilitators can use the instruction collaboratively. **Please note: As your teens begin the assessments in this workbook, the instructions below are meant to be a guide, so please do not feel you must read them word for word.**

Tell your teens: *“You will be completing a quick assessment related to the topics we are discussing. Assessments are powerful tools, but only if you are honest with yourself. Take your time and be truthful in your responses so that your results are an honest reflection of you. Your level of commitment in completing the assessment truthfully will determine how much you learn about yourself. You do not need to share them with anyone if you don’t want to.”*

Allow teens to turn to the first page of their assessment and read the instructions silently to themselves. Then tell them: *“All of the assessments have similar formats, but they have different scales, responses, scoring instructions and methods for interpretation. If you do not understand how to complete the assessment, ask me before you turn the page to begin.”*

Then tell them: *“There is no time limit for completing the assessments, take your time and work at your own pace. Do not answer the assessments as you think others would like you to answer them or how you think others see you. These assessments are for you to reflect on your life and explore some of the barriers that are keeping you from living a more satisfying life. Before completing each assessment, be sure to read the instructions.”*

Make sure that nobody has a question. Then tell them: *“Learning about yourself can be a positive and motivating experience. Don’t stress about taking the assessments or discovering your results. Just respond honestly and learn as much about yourself as you can.”*

Tell teens to turn the page and begin answering with Question 1. Allow sufficient time for all teens to complete their assessment. Answer any questions people have. It is extremely helpful for you, as the facilitator, to read and/or complete the assessment prior to distributing to the teens. As people begin to finish, read through the instructions for scoring the assessment. Have teens begin to score their assessments and transfer their scores for interpretation. Check to be sure that no one has a question about the scoring.

Review the purpose of the interpretation table included after each assessment. Tell the teens: *“Remember, this assessment was not designed to label you. Rather, it was designed to develop a baseline of your behaviors, to give you a view of where you are, at this time. Regardless of how you score on an assessment, consider it a starting point upon which you can develop healthier habits. Take your time, reflect on your results, and note how they compare to what you already know about yourself.”*

After teens have completed, scored, and interpreted their assessment, facilitators can use the self-exploration activities included in each module to supplement their traditional tools and techniques to help teens function more effectively.

(Format continued on the next page)

Format of the Managing Moods Workbook for Teens *(continued)*

Self-Exploration Activities

This workbook will provide self-exploration activities that can be used to induce behavioral change, enhance thinking skills and decrease feelings of sadness and moodiness. These activities, included after each of the assessments, will prompt self-reflection and promote self-understanding. They use a variety of formats to accommodate all learning styles and foster introspection and promote pro-social behaviors, life skills and coping skills. The activities in each module correlate to the assessments to enable you to identify and select activities quickly and easily.

Self-exploration activities assist teens in self-reflection, enhance self-knowledge, identify potential ineffective behaviors, and teach more effective ways of coping with moodiness. They are designed to help teens make a series of discoveries that lead to increased social and emotional competencies, as well as to serve as an energizing way to help teens grow personally and scholastically. These brief, easy-to-use self-reflection tools are designed to promote insight and self-growth.

Many different types of guided self-exploration activities are provided for you to pick and choose the activities that are most needed by your teens and the ones that will be most appealing to them. The unique features of the exploration activities make them user-friendly and appropriate for a variety of individual sessions and group sessions.

In some activities, teens will have opportunities to ...

- explore how they could make changes in their lives to feel better. These activities are designed to help teens reflect on their current life situations, discover new ways of living more effectively, and implement changes in their lives to accommodate these skills.
- journal as a way of enhancing their self-awareness. Through journaling prompts, teens will be able to write about the thoughts, attitudes, feelings, and behaviors that have contributed to, or are currently contributing to, their current life situation. Through journaling, teens are able to safely address their concerns, hopes and dreams for the future.
- explore their moodiness issues by examining past behavior for negative patterns and learning new ways of dealing more effectively in the future. These activities are designed to help teens reflect on their lives in ways that will allow them to develop healthier lifestyles.

The facilitator has the choice of how to process the activities – individually, in a full group or with volunteers sharing, etc.

IMPORTANT INFORMATION FOR FACILITATORS

When Using the *Managing Moods Workbook for Teens*

Our goal for this workbook is NOT to diagnose a mental illness, or even for the facilitator to make that diagnosis from this book's content. Our goal is to *touch* on some of the symptoms and possibilities, create realizations, and provide coping methods which will help people to go forward and perhaps consider the possibility of the need for consideration of medications and therapy. It is also to help teens recognize that other people have the same issues, that no shame is connected to them, and mental illness of any degree is not to be stigmatized nor should anyone need to feel like a victim to stereotyping. In this workbook, we are using the phrase *mental condition* in order to include ALL types of mood problems, from just being moody to serious mental illness.

CONFIDENTIALITY: Instruct teens to use NAME CODES when writing or speaking about anyone. Teens completing the activities in this workbook might be asked to respond to assessment items and journal about relationships. Before you begin using the materials in this workbook explain to teens that confidentiality is a term for any action that preserves the privacy of other people. Maintaining confidentiality is extremely important as it shows respect for others and allows – even encourages - teens to explore their feelings without hurting anyone's feelings or fearing gossip, harm or retribution.

In order to maintain this confidentiality, ask teens to assign a NAME CODE for each person they write about as they complete the various activities in the workbook. For example, a friend named **Joey** who **enjoys going to hockey games** might be titled **JLHG** (Joey Loves Hockey Games) for a particular exercise. In order to protect their friends' identities, they will not use people's actual names or initials, just NAME CODES.

Our thanks to these professionals who make us look good!

Art Director – Joy Dey
Editor and Lifelong Teacher – Eileen Regen
Editorial Director – Carlene Sippola
Proofreader Extraordinaire – Jay Leutenberg
Reviewer – Carol Butler
Teen Reviewer – Hannah Lavoie

Special thanks to Sarah L. Ashford

Sarah recognized the need to develop skills towards her own mood management at the age of 16. She currently studies neuroscience and psychology at The University of Arizona and advocates for those facing mood challenges.

Our thanks to Dr. Mel Gallen and Dr. Raymond K. Lederman
for helping us launch our new series,
Erasing the Stigma of Mental Illness through Awareness,
of serious, vitally important, yet delicate topics!

The Stigma Awareness Approach

Facilitators must keep an open mind about mental health issues and the stigma attached to people experiencing these issues. Rather than thinking of people as having a mental disorder, or being mentally ill, this series, *Erasing the Stigma of Mental Health Issues through Awareness* is designed to help facilitators diminish the stigma that affects people suffering from moodiness. Stigmas occur when people are unduly labeled, and this sets the stage for discrimination and humiliation. Facilitators are able to help erase the stigma of mental health issues through enhanced awareness of the factors that activate the issues. They can accentuate the depth of the problems, and accelerate awareness and understanding.

To assist you, a module entitled “**Erasing the Stigma of Mental Health Issues**” is included to provide activities for helping to erase the stigma associated with mood inconsistencies.

The Awareness Modules

The reproducible awareness exercises contained in this workbook are divided into five modules to help you identify and select assessments and activities easily and quickly:

Module I: How Moody Are You?

This section will help teens identify the depth of their moodiness and identify ways to decrease the intensity of this moodiness.

Module II: Effects of Moodiness

This section will help teens identify the ways that moodiness is affecting their health, relationships, work and social activities.

Module III: Mood Triggers

This section will help teens identify the ways that they experience moodiness in their lives through feelings, thoughts, and behaviors.

Module IV: Roller Coaster Moods

This section will help teens identify the effects of mood instabilities in their lives.

Module V: Erasing the Stigma of Mental Health Issues

This section will help teens explore the stigma of moodiness in their lives and the impact that the stigma has on them.

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MODULE I

How Moody Are You?

*Nothing lifts me out of a
bad mood better than a hard
workout on my treadmill.
It never fails. To us, exercise
is nothing short of a miracle.*

~ Cher

Name _____

Date _____

How Moody Are You? Scale Introduction and Directions

As a teen, you will find that you become moody from time to time. When your moodiness affects and interferes with your effectiveness in school and in your relationships with family and friends, it’s good to explore how moody you really are.

You can use the following scale to explore how moody you are in your daily life.

Moodiness brings forth a wide range of emotions. This assessment contains 25 statements related to your level of moodiness. Read each of the statements and decide how much the statement describes you.

- If the statement describes you a lot, circle the number under that column next to that item.
- If the statement describes you sometimes, circle the number under that column next to that item.
- If the statement describes you only a little or not at all, circle the number under that column next to that item.

In the following example, the circled number under “A Lot” indicates the statement is descriptive of the person completing the inventory a lot of the time.

	A LOT	SOMETIMES	A LITTLE/NONE
I have sleep difficulty – either I have trouble sleeping or I sleep too much	3	2	1

This is not a test. Since there are no right or wrong answers, do not spend too much time thinking about your answers. Be sure to respond to every statement.

Turn to the next page and begin.

How Moody Are You? Scale

	A LOT	SOMETIMES	A LITTLE/NONE
I have sleep difficulty – either I have trouble sleeping or I sleep too much	3	2	1
I have quick swings in mood from glad to sad	3	2	1
I have appetite problems – either I have no appetite or I can’t stop eating	3	2	1
I am irritable around others.	3	2	1
I am more aggressive than usual.	3	2	1
I feel fatigued and sluggish.	3	2	1
I do not share information about my moodiness with family	3	2	1
I tend to have a negative attitude.	3	2	1
I am preoccupied with death.	3	2	1
I engage in reckless, risky behavior	3	2	1
I don’t want people to know how I am feeling	3	2	1
I have lost interest in being with my friends.	3	2	1
I feel <i>empty</i>	3	2	1
I cannot make good decisions	3	2	1
I feel as if my life is hopeless	3	2	1
I think about suicide	3	2	1
I judge myself harshly.	3	2	1
I feel embarrassed after I am moody.	3	2	1
I get angry easily.	3	2	1
I find myself picking fights with others	3	2	1
I cry more often than I want to	3	2	1
I feel agitated.	3	2	1
I find it hard to concentrate in school	3	2	1
I can’t seem to “get going”	3	2	1
Even if asked, I will not talk to people about my moods	3	2	1

TOTAL = _____

Go to the Scoring Directions on the next page

How Moody Are You? Scale Scoring Directions

Moodiness can interfere with relationships, work, school, social activities, and participation in the community.

The How Moody Are You? Scale is designed to help you explore how persistent your feelings of moodiness are and how disruptive your moods are in your daily life. For the scale you just completed, add the numbers that you circled. This score will give you some sense of how moody you are. Your total will range from 25 to 75.

Then, transfer this total to the space below:

Level of Moodiness Total = _____

Profile Interpretation

Individual Scale Score	Result	Indications
25–28	Low	Low scores indicate a low level of moodiness. Complete the following exercises to ensure you reduce your moody feelings even further.
29–32	Moderate	Moderate scores indicate a medium high level of moodiness. Complete the following exercises to ensure you reduce your moody feelings even further.
33–75	High	High scores indicate a high level of moodiness. Complete the following exercises to ensure you reduce your moody feelings even further.

WARNING

Teens who are experiencing moderate and high levels of moody feelings, thoughts and behaviors can be at risk for suicide. Sometimes moody feelings can be so strong that teens think that the only way to escape the pain is to take their own life. You need to remember that if you are having these feelings, or spend time thinking about how you could take your life, you need to talk to a medical professional and/or call the confidential National Suicide Prevention Hotline, 1-800-273-TALK (8255), anytime, 24/7.

The following activities are designed to help reduce your level of moodiness. Regardless of how you scored on the scale, please complete all of the activities.

Thinking About Your Own Thinking

Teens who experience mood disturbances often engage in negative thinking.

EVERYONE has negative thoughts and there are many different methods of negative thinking.

Which ones describe your thinking? USE NAME CODES.

Type of Negative Thinking	My Negative Thoughts	How They Make Me Feel and Act
<p>Self-Doubt <i>(Example: I'm not good enough, I am not talented in anything!)</i></p>		
<p>Pessimism <i>(Example: I'm doomed, Nothing ever works out, etc.)</i></p>		
<p>Powerlessness <i>(Example: MBJ does not allow me to do what I want to do.)</i></p>		
<p>Demanding Thinking <i>(Example: I should have, I must, He should have.)</i></p>		
<p>Negativism <i>(Example: Focusing on the negative in a situation and unable to see or care about the positive side.)</i></p>		

Which type of thinking do you exhibit most often? How can you be more alert to this type of thinking?

Converting Negative to Positive Thinking

EVERYONE can work to make negative thinking more positive.

Complete the table below based on the negative thoughts you identified. Use NAME CODES.

My Negative Thoughts	More Accurate Positive Thoughts	My Affirmation
<i>Example: "I'm not as good as FGM at math."</i>	<i>"I don't need to compare myself to others."</i>	<i>"I try hard and I am good enough just as I am."</i>

Cut out your written "My Affirmation" statements from the third column above and place them in your room, on your door and mirror, by your computer and taped to your laptop — anywhere that you can review them often. If you are comfortable, share them with the group.