



Use of ICT in support of language teaching and learning

Title: Teenage Depression Awareness & Online Support Site Creation

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Short description: Through this activity, students will get familiarized with the causes, symptoms, and impacts of teenage depression and, together learn effective strategies for identifying, addressing, and seeking help for themselves or others. They will also develop skills to promote emotional well-being and supportive environments.

Languages activity is designed for: English, adaptable to other languages.

Age group: 11-18

Level: A2+

Learning outcomes:

- **Understanding the causes:** Students will understand the factors contributing to teenage depression, including biological, social, and environmental influences.
- **Promoting emotional well-being:** Students will learn how to foster a supportive and positive environment for themselves and others.
- **Encouraging collaboration:** Students will learn how to collaborate to find the solution and help the ones in need.
- **Developing writing and oral skills.**

Skills: Listening, Speaking, Reading, Writing, Interaction, Vocabulary, Pronunciation.

ICT tools used:

- ISL Collective - short video, with questions: <https://en.islcollective.com/english-esl-video-lessons/vocabulary-practice/general-vocabulary-practice/childhood/teenage-depression/1050000>
- Wordwall, wheel of social emotional questions - <https://wordwall.net/resource/24371458/health/social-emotional-questions>
- Padlet for collaborative work.



- List all depression symptoms you can think of:
<https://padlet.com/samiramahmutovi/breakout-link/K8wMqGO00zVDqZJO-qPBkXlwkZ7qNzeOI>
- List all the institutions or individuals that could provide help:
<https://padlet.com/samiramahmutovi/breakout-link/ke9Kqzb99DOdqYQG-qPBkXlwkZ7qNzeOI>
- List the top three ways to help teenagers suffering from depression
<https://padlet.com/samiramahmutovi/breakout-link/5Wkoqm3nnKOQ48pM-qPBkXlwkZ7qNzeOI>
- Online site maker <https://www.odoo.com/trial>

Duration in minutes: 90-120 minutes.

Timing: The entire activity should last 95 minutes - 80 minutes for the lesson and 15 min for the follow-up activity, divided into 2 lessons. It should be held at the beginning of the year, so the website is operational during the entire academic year.

Description of each stage of the activity:

1. Video & Discussion Introduction (10 minutes)

- **Activity:** Show the [short video](#) (on ISL Collective) featuring a teenage girl feeling depressed. This will introduce the topic of teenage depression.
- **Goal:** Lead students into the subject and help them start reflecting on the emotional challenges teenagers face today.

Teacher's Notes:

- After the video, briefly ask the students how they felt watching it. What do they think is happening with the girl?
- Transition into a brief discussion about the reality of teenage depression and its impact.

2. Emotional Wheel Discussion (15 minutes)

- **Activity:** Use the “Social Emotional Questions” [wheel](#) (a visual tool showing various emotions) to prompt students to talk about their impressions of the video and share any personal experiences or issues they or people they know have faced (anonymously).

Steps:

1. Display the "Social Emotional Questions" digitally.
2. Ask students to pick a few emotions from the wheel that resonate with them based on the video.
3. In small groups or pairs, students discuss:
 - Which emotions did the girl in the video seem to be feeling?
 - Have they or someone they know experienced similar feelings?
 - What do they think are the main problems teenagers deal with today regarding mental health?

Teacher's Notes:

- Facilitate and guide the discussion. Encourage students to share in a safe, non-judgmental environment.
- If time allows, ask for some responses from the class.

3. Group Task: Research and Plan (25 minutes)

- **Activity:** Split the class into three groups, each assigned a specific research task. Provide each group with a link (Padlets above) for research purposes. The groups will explore their topics, brainstorm ideas for the site, and plan how their research will be incorporated into the project.

Group Assignments:

- **Group 1:** Research on teen depression and mental health resources. What should the site offer in terms of information and help?
- **Group 2:** Look for websites offering anonymous help or support to teens. What kind of content and features do they provide?

- **Group 3:** Research possible contacts for professionals (psychologists, social workers, doctors). How can professionals be incorporated into the site to provide support?

Instructions:

- Students should note important features and think about how to integrate this information into the site.

Teacher's Notes:

- Clearly explain each group's role.
- Allow students to access the links and guide them through their research.
- Move around the room to assist and check on their progress.

4. Creating the Online Support Site (20 minutes)

- **Activity:** Demonstrate the process of creating a basic online site using an online site maker (provide the link). Explain each step clearly so that students understand how to use the platform.

Steps:

1. Show the main functions of the site builder (creating pages, adding content, contact forms, etc.).
2. Explain the purpose of the site: a safe place where teenagers can seek help anonymously, with professionals or peer mediators available 24/7.
3. Discuss possible site content:
 - Information on teenage depression and how to recognize it.
 - Contact information for professionals (psychologists, social workers, doctors).
 - A section for anonymous queries or consultations.
 - Links to mental health resources.

Teacher's Notes:

- Encourage students to ask questions about the platform.
- Make sure they understand that the site must be easy to navigate and appealing to teenagers in distress.

- Suggest that students can include features like live chats, articles, and helpline numbers.

Closure (10 minutes)

- Briefly review the lesson's objectives and achievements.
- Encourage students to think about their potential contribution to the project or how the site could positively impact their peers.

Follow-up activity (15 minutes)

- Go through the finished site with the students, checking the links and resources before the site is put to use.

Homework:

- Students can further research content for the website or draft their ideas for specific sections they would like to contribute to the site.

Potential challenges/problems: In this activity, some challenges might arise:

- **Emotional Sensitivity:** Students might feel uncomfortable with the topic of depression. Provide a disclaimer and create a supportive, non-judgmental environment.
- **Reluctance to Share:** Students may be shy or hesitant to discuss personal experiences. Allow for hypothetical discussions and use small groups to foster comfort.
- **Research Difficulties:** Some students might struggle with their tasks or get off track. Provide clear instructions, monitor progress, and break tasks into smaller steps.
- **Technical Issues with the Site Builder:** Students may face difficulties using the tool. Offer a step-by-step guide and troubleshoot as needed.
- **Time Management:** Activities could take longer than expected. Monitor time closely and adjust activities if necessary to keep the lesson on track.



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