



Erika's Lighthouse®

Student Workbook:
Level II Classroom Program – Lesson 1
Signs & Symptoms of Depression

Who is Erika?

This program was inspired by a young person named Erika. Erika was a bright light who, sadly, lost her battle with depression in 2004 at age 14.

Erika's Lighthouse was founded in her honor and is dedicated to helping other young people learn about depression and overcome the stigma surrounding mental health disorders.

Overall Program Goals

The goal of this program is for you to learn and understand that depression is a common and serious mood disorder and it is treatable.

You can make a difference in not only your own but someone else's life by learning how to get help as well as learning the skills for maintaining good mental health.

Lesson 1 Objectives

By the end of this lesson, I will be able to:

- Define that depression is a mood disorder
- Describe the signs & symptoms, risk factors and resources for depression
- Access a reliable, trusted adult at school

We'd like to see what you already know. Scan this QR code to take a short pre-test.



<http://elhms.info>

Discussion Guide

As you watch the video, answer the questions below. Be ready to talk about what you have learned.

Depression is a common and serious mood disorder that can happen to anyone. It is not your fault if you have it and you are not alone.

1. How common is depression in teens?

- ☐ 15-20% of young people will experience depression before they reach adulthood.
That is about 5 students in a class of 25.
- ☐ Teens do not experience depression.

Depression is not like a rash on your skin.

2. Can you tell someone has depression by looking at them?

- ☐ Yes
- ☐ No

Depression is marked by a chemical imbalance in the brain that impacts mood, thoughts, and behaviors. Sometimes genetics can play a role in whether or not someone gets depression.

3. If there is a history of depression in your family, does it mean you will develop it?

- ☐ Yes
- ☐ No

Sometimes stress in the environment can trigger depression.

4. Does this mean anyone who experiences stress will be diagnosed with depression?

- ☐ Yes
- ☐ No

Depression is serious.

5. Is depression a risk factor for suicide?

- ☐ Yes
- ☐ No

Depression is more than a feeling of sadness. In order to have a diagnosis of depression you need at least five symptoms present most every day for at least two weeks. However, it is possible to have moments of enjoyment with depression.



6. What are the signs and symptoms of depression?

- | | |
|---------------------------------------------------------|-----------------------------------------------------------------|
| <input type="checkbox"/> Loss of interest in activities | <input type="checkbox"/> Feelings of worthlessness |
| <input type="checkbox"/> Change in sleep | <input type="checkbox"/> Thoughts of death or acts of self harm |
| <input type="checkbox"/> Fatigue or loss of energy | <input type="checkbox"/> Trouble concentrating |

Signs & Symptoms Discussion

Below are short bios about each of the students in our videos. Read through them and select two student videos to watch using the links or QR codes. Answer the questions based on what you saw in the videos and be ready to talk about what you have learned.

<p>Lindsey is a first-generation student from Illinois whose depression started at six years old. She says her depression felt like “little tornadoes in my head”. Lindsey loves to read, is a dedicated student and is very involved in clubs at school.</p>	<p>Henry is from Knoxville, Tennessee. He loves to write, play sports and hang out with his friends. Henry describes feeling anxious, worried often and “never really feeling happy”.</p>
<p>Jasmine is an African American student who moved from a small town to a big city. Her move and experiencing community violence contributed to her depression. She is passionate about church and her family.</p>	<p>Catharine is from Ohio and is a sports enthusiast; she loves ice skating and tennis. Catharine felt that she needed to be “perfect” at everything: sports, school, friends. She was first diagnosed with anxiety, but then her symptoms of depression began.</p>
<p>Alan loves his band and his girlfriend. His depression began during his parents’ divorce. He describes his depression as a “big, sinking feeling” in his chest.</p>	<p>Mason is an Asian-American student who experienced anxiety and perfectionism. He loves his family, friends and sports. His dad also experienced depression and is very supportive of Mason.</p>
<p>Edgar recently moved from Mexico City to the United States. He left behind his friends and many of his family members. Edgar loves soccer and music.</p>	<p>Callie is from Chicago. She loves to run track and hang out with her friends. Struggles with her peers impacted her experience with depression and she felt very isolated during this time.</p>

YouTube	Vimeo
	
Student Videos	Student Videos

Student 1: What signs & symptoms did they experience?

Student 2: What signs & symptoms did they experience?

Did you notice any similarities or differences between the students' experiences? Explain.

Bookmark Activity

When you get your Bookmark, write down the name of a Trusted Adult you can talk to if you are worried about yourself or a friend. Then answer the two questions below.

Important Terms to Know

Trusted Adult: someone who is reliable, dependable, trustworthy and can help you.

Valid: a source of information that offers correct information and can be trusted.

Reliable: a source of information that can be accessed easily and consistently.

1. Describe how you know that the trusted adult you put on your bookmark is **valid and reliable**.

2. How can you access or find a trusted adult?



Erika's Lighthouse
Teen Depression
Know the signs...

Depression is an illness that affects our moods, thoughts and behaviors.

Five or more of these symptoms must be present most of every day for at least two weeks or more:

- Sad, depressed or irritable mood
- Loss of interest or pleasure in favorite activities
- Significant weight loss or gain, or change in eating habits
- Change in sleep patterns
- Restlessness or agitation
- Fatigue or loss of energy
- Feelings of worthlessness or guilt
- Trouble concentrating or making decisions
- Repeated thoughts of death or suicide

Depression is common, can be serious and is treatable

If you think you may have depression, **you are not alone**. Understand that it can get better but you need to take action. Tell a caring adult who can help you to get an evaluation from a doctor or mental health professional.

YOU ARE NOT ALONE

IN CRISIS AND ALONE?
Call or Text 988

IMMEDIATE RISK OF SAFETY?
Call 911

WHERE TO GO FOR HELP

Write down the name of a trusted adult you can go to if you need help

Help educate your family with our resources from ErikasLighthouse.org



Remember, if anything shared today prompted a feeling that you need to talk to someone, make sure to go to a trusted adult, talk to your counselor, or visit the social worker's office here at school.

You can also call or text 988 to speak or text with someone at the Suicide & Crisis Lifeline if you are ever concerned about yourself or a friend.



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**Student Workbook:
Level II Classroom Program – Lesson 2
Help-Seeking**

Lesson 2 Objectives



By the end of this lesson, I will be able to:

- Define what stigma is
- Learn that depression is treatable
- Demonstrate how to reach out for help for myself or a friend
- Effectively communicate to a friend in need that I care and can share who to talk to

Student Stories - Help-Seeking

Below are short bios about each of the students in our videos. Read through them and select two student videos to watch using the links or QR codes. Write down who the students went to for help. Then write down where you can find help in your school or community. Be prepared to participate by sharing what you have learned.

Lindsey is a first-generation student from Illinois whose depression started at six years old. She says her depression felt like "little tornadoes in my head". Lindsey loves to read, is a dedicated student and is very involved in clubs at school.	Henry is from Knoxville, Tennessee. He loves to write, play sports and hang out with his friends. Henry describes feeling anxious, worried often and "never really feeling happy".
Jasmine is an African American student who moved from a small town to a big city. Her move and experiencing community violence contributed to her depression. She is passionate about church and her family.	Catharine is from Ohio and is a sports enthusiast; she loves ice skating and tennis. Catharine felt that she needed to be "perfect" at everything: sports, school, friends. She was first diagnosed with anxiety, but then her symptoms of depression began.
Alan loves his band and his girlfriend. His depression began during his parents' divorce. He describes his depression as a "big, sinking feeling" in his chest.	Mason is an Asian-American student who experienced anxiety and perfectionism. He loves his family, friends and sports. His dad also experienced depression and is very supportive of Mason.
Edgar recently moved from Mexico City to the United States. He left behind his friends and many of his family members. Edgar loves soccer and music.	Callie is from Chicago. She loves to run track and hang out with her friends. Struggles with her peers impacted her experience with depression and she felt very isolated during this time.

YouTube	Vimeo
 <p>Student Stories</p>	 <p>Student Stories</p>

Student Story 1: Who did the student go to for help?

Student Story 2: Who did the student go to for help?

Where can you find help in your school or community?

When helping yourself, say:

- What you **feel**.
- What you have **tried** to do to feel better.
- How someone can **help** you find a mental health professional.

When helping a friend, say:

- What you **notice** in the friend.
- That you **care** about them.
- How you can **help** them tell a trusted adult.

Role Play 1

Teen	Hey, can we talk?
Parent	Sure. What's going on?
Teen	Lately, I haven't been feeling like myself. I feel sad and angry all the time. I'm constantly tired and I can't focus in school.
Parent	I've gone through periods like this when I was your age. Hang in there and I'm sure things will get better with time.
Teen	Well, usually when I'm down I feel better when I go for a run or talk to someone. This time I can't seem to shake it. It's been like this for weeks now. I even took a depression test online and it reported that I should see a doctor to get checked out.
Parent	Really?
Teen	Yeah, I think I need to talk to someone. Can you help me set up an appointment with a doctor?
Parent	Sure, I think that's a great idea.

Role Play 2

Sam	Hey, can we talk? Over the past few weeks, I've noticed that you've been hanging back a lot - not calling or texting me much anymore and skipping out on me and our friends. Recently, you've even missed quite a few play practices. In general, you seem down. This isn't like you. What's going on?
Friend	I'm sorry. I've been feeling weird lately.
Sam	I can tell something's different. I'm worried and care about you.
Friend	You don't have to worry. I'm sure I'll snap out of it eventually.
Sam	You deserve to feel better now and who knows, it could be something as serious as depression. Have you told an adult yet?
Friend	No.
Sam	An adult should know so they can help you find a professional to check it out. Who do you feel comfortable talking to?
Friend	I guess, Mr. Clark.
Sam	I think he's a great choice. Would you like me to come with you? It might make you feel more comfortable.
Friend	Uh sure. Yeah, I'd like that.

Important Points to Remember

If a friend tells you that they are thinking of suicide or of hurting themselves, **an adult must be notified immediately**. A friend may ask you to keep this information a secret, but when it comes to a matter of safety, keeping a secret can cost a life.

One word of caution. It is important to take care of yourself and understand that there are limits to the kind of support a friend can provide to a friend who is experiencing depression. Often, a person can take on too much responsibility for helping a friend and this can cause stress and bring that person down. Remember, it's a friend's job to listen, show compassion and help a friend to get professional help.

We hope you have a better idea of what depression treatment may look like, and more importantly, feel confident about taking action steps towards treatment if you or a friend need it. For more information about finding help and treatment, see our Teen Toolbox.

Remember, if anything shared today prompted a feeling that you need to talk to someone, make sure to go to a trusted adult, talk to your counselor, or visit the social worker's office here at school.

You can also call or text 988 to speak or text with someone at the Suicide & Crisis Lifeline if you are ever concerned about yourself or a friend.



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Student Workbook:
Level II Classroom Program – Lesson 3
Coping Strategies

Lesson 3 Objectives

By the end of this lesson, I will be able to:

- Demonstrate how to help myself or others when experiencing depression
- Discuss what we can all do to support good mental health
- Demonstrate the ability to use interpersonal communication skills to support the health and well-being of self and others

When helping yourself, say:

- What you **feel**.
- What you have **tried** to do to feel better.
- How someone can **help** you find a mental health professional.

When helping a friend, say:

- What you **notice** in the friend.
- That you **care** about them.
- How you can **help** them tell a trusted adult.

Scenario Activity

Instructions

Choose one of the four scenarios below and, with your partner, answer the questions related to your scenario. Be prepared to share your scenario and response with the class.

<p>Scenario 1: Catharine</p> <p>Catharine is managing her anxiety, but now she's not sleeping or eating well. She has no interest in participating in the activities she used to love and feels like all she wants to do is cry. She feels mad and frustrated at the world and doesn't understand why she feels this way. She is close with her older sister and her school counselor.</p>	<p>Scenario 2: Henry</p> <p>Henry feels anxious often and worries about a lot of things. He often feels like he's in a dark room alone and the room is closing in. His brother and dad both experienced depression, so he knows that depression is in his genetics. He doesn't feel like being active, which he knows is a big change for him. He feels like he is pretending to be happy. He is close with his school counselor.</p>
<p>Scenario 3: Lindsey</p> <p>Lindsey finds it difficult to get out of bed, doesn't want to brush her hair or teeth, and has difficulty eating. She feels like she has "little tornadoes" in her head. Her parents are from Vietnam, and she feels like they won't understand what she is feeling. She feels close to a teacher at her school.</p>	<p>Scenario 4: Edgar</p> <p>Edgar just doesn't feel himself lately. He can't really explain why, just that he doesn't feel right. He just moved away from his family and he misses them. He doesn't have the same level of energy or interest in hanging out with his friends. He's very close to his mom and grandma.</p>

Scenario 1: Catharine

If you were Catharine, what action would need to be taken first?

If you were Catharine, how could you use the language from the lesson to help yourself?

Scenario 2: Henry

If you were Henry's friend, what action needs to be taken first?

If you were Henry's friend, how could you use the language from the lesson to help Henry?

Scenario 3: Lindsey

If you were Lindsey's friend, what action needs to be taken first?

If you were Lindsey's friend, how could you use the language from the lesson to help Lindsey?

Scenario 4: Edgar

If you were Edgar, what action would need to be taken first?

If you were Edgar, how could you use the language from the lesson to help yourself?

Discussion Guide

After you watch the video and we have a discussion, begin answering the questions below. Be prepared to participate by sharing what you have learned.

1. What are four ways to practice good mental health?

2. Mental health is balance, the ability to manage stress and achieve one's potential. Is it possible to be free of mental illness, and yet, not mentally healthy? Why or why not?

3. Stress is normal, but too much stress increases the risk for health issues, like depression. What is stress? What are some things that can cause stress?



4. How do you know you are stressed? How do you experience it in your body? Why is it important to be aware of your own personal stress indicators?

Student Stories - Coping Strategies

Below are short bios about each of the students in our videos. Read through them and select two student videos to watch using the links or QR codes. Write down what coping strategies they used.

Be prepared to participate by sharing what you have learned.

<p>Lindsey is a first-generation student from Illinois whose depression started at six years old. She says her depression felt like “little tornadoes in my head”. Lindsey loves to read, is a dedicated student and is very involved in clubs at school.</p>	<p>Henry is from Knoxville, Tennessee. He loves to write, play sports and hang out with his friends. Henry describes feeling anxious, worried often and “never really feeling happy”.</p>
<p>Jasmine is an African American student who moved from a small town to a big city. Her move and experiencing community violence contributed to her depression. She is passionate about church and her family.</p>	<p>Catharine is from Ohio and is a sports enthusiast; she loves ice skating and tennis. Catharine felt that she needed to be “perfect” at everything: sports, school, friends. She was first diagnosed with anxiety, but then her symptoms of depression began.</p>
<p>Alan loves his band and his girlfriend. His depression began during his parents’ divorce. He describes his depression as a “big, sinking feeling” in his chest.</p>	<p>Mason is an Asian-American student who experienced anxiety and perfectionism. He loves his family, friends and sports. His dad also experienced depression and is very supportive of Mason.</p>
<p>Edgar recently moved from Mexico City to the United States. He left behind his friends and many of his family members. Edgar loves soccer and music.</p>	<p>Callie is from Chicago. She loves to run track and hang out with her friends. Struggles with her peers impacted her experience with depression and she felt very isolated during this time.</p>

YouTube	Vimeo
 <p>Student Stories</p>	 <p>Student Stories</p>

Student Story 1: What coping strategies did they use?

Student Story 2: What coping strategies did they use?

What have you learned? Scan this QR code or use the link to take a short post-test

<http://elhmspост.info>



Remember, if anything shared today prompted a feeling that you need to talk to someone, make sure to go to a trusted adult, talk to your counselor, or visit the social worker's office here at school.

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Student Workbook: Level II Classroom Program – Lesson 4

Student Mental Health Assessment

Instructions

Take a few minutes to answer the questions below. After, your teacher will share with you the point value and you will add up the total for each category.

Important: This is a tool to help you understand the areas of your health that you may want to pay closer attention to. This is not a tool to diagnose health problems.

Sleep

- | | | |
|------------------------------------------------------------------------|------|------------|
| 1. On average, I get 8 or more hours of sleep per night. | True | False |
| 2. I have trouble falling asleep or staying asleep more days than not. | True | False |
| 3. Most days, I wake up feeling rested and energized. | True | False |
| | | TOTAL_____ |

Exercise

- | | | |
|---------------------------------------------------------------------------------------------|------|------------|
| 4. I engage in at least 2 ½ hours each week of physical activity. | True | False |
| 5. I spend more than 2 hours a day watching TV, playing video games or looking at my phone. | True | False |
| 6. I walk or ride a bike most places. | True | False |
| | | TOTAL_____ |

Nutrition

- | | | |
|----------------------------------------------------------------------------------|------|------------|
| 7. I eat a fruit or vegetable at nearly every meal. | True | False |
| 8. I eat fried food, fast food, or food packed in bags/boxes more days than not. | True | False |
| 9. I eat three meals a day most days. | True | False |
| | | TOTAL_____ |

Coping Skills

- | | | |
|-------------------------------------------------------------------------------------------------|------|------------|
| 10. When I am stressed, I know what I can do to manage it. | True | False |
| 11. When I have a problem, I usually ignore it and hope it goes away. | True | False |
| 12. If I had a problem too big to manage on my own, I have an adult in my life who I can go to. | True | False |
| | | TOTAL_____ |

Student Mental Health Activity Checklist

Choose an activity from this list that you would be interested in trying out in your daily routine. Consider choosing an activity from the same category as your highest score from your Mental Health Assessment.

<p>Sleep</p> <ul style="list-style-type: none"> <input type="checkbox"/> Go to bed with relaxing music (download the app Calm). <input type="checkbox"/> Take a hot shower or bath before bed. <input type="checkbox"/> Read a relaxing book or magazine before bed instead of watching TV, playing video games, or looking at your phone. <input type="checkbox"/> Have a cup of caffeine-free herbal tea instead of a sugary drink before bed. <input type="checkbox"/> Schedule between 8-10 hours of sleep per night (download the app sleepbot). <input type="checkbox"/> Keep your bed a "Sleep only" zone. Complete homework, watch TV, play video games, in other areas of the house. <input type="checkbox"/> Other 	<p>Exercise</p> <ul style="list-style-type: none"> <input type="checkbox"/> Wake up 15 min early and engage in a series of stretches or yoga poses (download the app iYoga). <input type="checkbox"/> If you live close enough, begin walking, jogging, or biking to and from school each day (download the app Map My Run). <input type="checkbox"/> During your favorite TV show, do jumping jacks or jump rope during commercial breaks. <input type="checkbox"/> While waiting for dinner, shoot baskets, kick a soccer ball, or play catch with someone. <input type="checkbox"/> Put on music or a TV music program and dance for 15 minutes. <input type="checkbox"/> Build in a 5-10 minute break for every hour of homework/study time and do a series of push-ups, crunches, or squats. <input type="checkbox"/> Other
<p>Coping</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write down one thing you are grateful for each day. <input type="checkbox"/> Engage in a mindfulness exercise (download the app Smiling Mind). <input type="checkbox"/> Spend time with a positive & enjoyable person. <input type="checkbox"/> Start using a day planner (download the app Evernote). <input type="checkbox"/> Do something kind for someone who needs it. Help a grandparent with a chore, give a genuine compliment to someone having a bad day, etc. <input type="checkbox"/> Do what you love - journal, listen to music, jog, read, draw, watch a movie, cook, or bake, etc. <input type="checkbox"/> Other 	<p>Nutrition</p> <ul style="list-style-type: none"> <input type="checkbox"/> Drink water instead of sugary drinks (download the app Waterlogged). <input type="checkbox"/> Journal everything you eat in a day (download the app fooducate). <input type="checkbox"/> Have fresh snacks instead of snacks in bags or boxes. <input type="checkbox"/> Eat breakfast in the morning. <input type="checkbox"/> Try to limit my fried foods. <input type="checkbox"/> Eat at least one fruit or vegetable at every meal <input type="checkbox"/> Other

Mental Health Journal

Instructions

Choose a Mental Health Partner. Each day in class, you'll spend a few minutes with your Mental Health Partner and report on your activity experience. After, initial each other's journal entry.

Day 1- Sample

Day 1	Date October 1	Activity Taking a bath before bed
Mental Health Partner's Initials:	<p>Why did you choose this activity?</p> <p>I have trouble falling asleep so I'm really tired in the morning and want to sleep in. As a result, I have less time to get ready for school.</p> <p>How and when did you implement this activity into your daily routine?</p> <p>After my homework was done and after dinner, I took a bath before bed.</p> <p>How did you feel before and after the activity?</p> <p>Before the bath, I felt wound up and stressed from my homework. After taking the bath, I felt relaxed and ready for bed.</p> <p>What about this activity was helpful or unhelpful?</p> <p>It was helpful in taking my mind off of school work and put me in a relaxed state before bed. I could then fall asleep easier and had more time in the morning to get ready for school.</p>	
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Wrap up Question - Sample Answer

What changes did you notice after completing the seven day mental health challenge?

I noticed that with the more sleep I had each night, the more energy I had during the day at school. The energy helped me to focus in class, take good notes and have an easier time with my homework that evening. Taking the hot bath not only helped my sleep, but also improved my energy during the day and allowed me to be more effective in school.

Day 1	Date _____ Activity _____
Mental Health	Why did you choose this activity?
Partner's Initials:	_____
_____	How and when did you implement this activity into your daily routine?

	How did you feel before and after the activity?

	What about this activity was helpful or unhelpful?

Day 2	Date _____ Activity _____
Mental Health	Why did you choose this activity?
Partner's Initials:	_____
_____	How and when did you implement this activity into your daily routine?

	How did you feel before and after the activity?

	What about this activity was helpful or unhelpful?

Day 3	Date _____ Activity _____
Mental Health	Why did you choose this activity?
Partner's Initials:	_____
_____	How and when did you implement this activity into your daily routine?

	How did you feel before and after the activity?

	What about this activity was helpful or unhelpful?

Day 4	Date _____ Activity _____
Mental Health	Why did you choose this activity?
Partner's Initials:	_____
_____	How and when did you implement this activity into your daily routine?

	How did you feel before and after the activity?

	What about this activity was helpful or unhelpful?

Day 5	Date _____ Activity _____
Mental Health Partner's Initials: _____	Why did you choose this activity? _____ _____
	How and when did you implement this activity into your daily routine? _____ _____
	How did you feel before and after the activity? _____ _____
	What about this activity was helpful or unhelpful? _____ _____

Day 6	Date _____ Activity _____
Mental Health Partner's Initials: _____	Why did you choose this activity? _____ _____
	How and when did you implement this activity into your daily routine? _____ _____
	How did you feel before and after the activity? _____ _____
	What about this activity was helpful or unhelpful? _____ _____

Day 7	Date _____ Activity _____
Mental Health Partner's Initials:	Why did you choose this activity? _____ _____
_____	How and when did you implement this activity into your daily routine? _____ _____
	How did you feel before and after the activity? _____ _____
	What about this activity was helpful or unhelpful? _____ _____

Wrap-up Question

What changes did you notice after completing the seven day mental health challenge?

Remember, if anything shared today prompted a feeling that you need to talk to someone, make sure to go to a trusted adult, talk to your counselor, or visit the social worker's office here at school.

You can also call or text 988 to speak or text with someone at the Suicide & Crisis Lifeline if you are ever concerned about yourself or a friend.