



# Erika's Lighthouse®

**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><b>Scenario 1: Catharine</b></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><b>Scenario 2: Henry</b></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><b>Scenario 3: Lindsey</b></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><b>Scenario 4: Edgar</b></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?

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

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**Scenario 2: Henry**

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

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

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**Scenario 3: Lindsey**

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

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

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**Scenario 4: Edgar**

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

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

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**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?

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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?

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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?

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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?

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### 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><b>Lindsey</b> 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><b>Henry</b> 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><b>Jasmine</b> 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><b>Catharine</b> 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><b>Alan</b> 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><b>Mason</b> 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><b>Edgar</b> 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><b>Callie</b> 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><a href="#">Student Stories</a></p>	 <p><a href="#">Student Stories</a></p>

**Student Story 1: What coping strategies did they use?**

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**Student Story 2: What coping strategies did they use?**

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**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.

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.