



# THE COPING STRATEGY TOOLKIT

A Workshop Helping Teens Manage Anxiety and Depression

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EDT 502 Final Project

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## Performance Analysis

### *The Need for Instruction*

High school students today face a plethora of challenges to their mental health. Peer pressure, identity issues, stress, bullying, and access to basic health care are just a small number of the mental health challenges they must face. In addition to all the stress from being a high schooler, students today have the added stress caused by social media. A Pew Research Center survey reveals that 59% of American teens have experienced cyberbullying, and a further 79% believe more needs to be done about this problem due to its adverse impact on mental health (Anderson, 2018).

Depression and anxiety in particular are on the rise among high school students. A study conducted by the Substance Abuse and Mental Health Services Administration shows that in 2017, 31% of high school students “felt sad or hopeless almost every day for 2 or more weeks in a row” (U.S. Department of Health and Human Services, 2018). Moreover, the National Institute of Mental Health reports that 6.3 million teens currently struggle with anxiety disorders (Schrobsdorff, 2016). Experts believe these numbers may be higher, as some cases go unreported or undiagnosed (Schrobsdorff, 2016).

### *Causes of Performance Problems*

Many teens with depression and anxiety lack the tools needed to self-identify the signs and symptoms of these disorders. In addition, many are unaware of healthy ways to cope with these issues and their triggers. When teens lack the tools they need to help them transition into new environments like high school, it can trigger excessive stress, worry, and feelings of hopelessness, even in those who do not have an official depression or anxiety diagnosis. When teens do not know who to reach out to for help if needed, they are more prone to social withdrawal, substance abuse, truancy, and self-harm (National Alliance on Mental Illness, 2019).

### *Purpose Statement*

This hour-long, in-person course will empower students to manage their own symptoms of depression and anxiety. Students will first learn the signs of depression and anxiety and raise their awareness of personal triggers. They will then learn about a variety of healthy coping strategies and school resources that can help them face challenges as they arise. At the end of the course, they will use what they have learned to build a personalized Coping Strategy Toolkit they can use in the future.

## Characteristics of Target Population

### *General Characteristics*

The primary target population for this workshop is high school freshmen within their first semester. However, the course will also be available to students who are new to the school and upperclassmen who are interested in the topic. Students will be a mix of 51% female and 49% male. Students may be familiar with each other if they've attended the same schools. Most students have personal cell phones and social media. Some of the students may have more knowledge on mental health than others. Since mental health is often discussed on social media and in the news, the students are in general more open and aware to issues and are accepting of the course to give them support.

### *Specific Entry Characteristics*

In a survey completed by incoming freshmen in their homeroom class, 60% of the target population reported that they knew what depression and anxiety were, but only 30% could correctly explain what coping strategies were. Furthermore, only 20% of the target population could correctly identify examples of specific coping strategies for depression and anxiety.

### *Learning Styles*

Students exhibit various learning styles. The results of the above-mentioned survey reveal that although the target population is accustomed to traditional lecture-style courses, the majority (58%) are visual learners and prefer having photos, videos, and examples to help them learn new material. 47% of the same survey group say they prefer working collaboratively with small groups of peers. Many (39%) also prefer when technology is used in lessons and other instructional activities.

### *Academic Information*

Students are high school students. Most are within their first semester in a high school setting. Other students included are transfer students and upperclassmen with an interest in the topic.

### *Cultural Diversity*

Students come from a variety of backgrounds. The majority of the class (67%) is comprised of White males and females, with minority groups including Latinx (18%), African-American (10%), Asian (4%), and Native American (1%). The majority of the students come from middle-class families with parents who are involved in their classwork and schooling. Less than 15% of the population comes from low-income families. Students enrolled in this course have been given parental consent to participate via permission slip. Parents in general are supportive and involved.

## Task Analysis

### Instructional Goal

The student will create a personalized Coping Strategy Toolkit to assist themselves when they experience symptoms of depression and/or anxiety.

### Step-by-Step Breakdown of Task

1. Obtain a copy of the **Coping Strategy Toolkit** worksheet (provided in the [Participant Booklet](#)).
2. Write the information below on the Coping Strategies Toolkit worksheet in the designated spaces:
  - a. Which symptoms of depression and/or anxiety affect you most:
    - i. **Physical:** symptoms that affect your body and its functions
    - ii. **Emotional:** symptoms that affect your feelings
    - iii. **Behavioral:** symptoms that affect the way you act
  - b. What triggers those symptoms in you most frequently:
    - i. **People**
    - ii. **Places**
    - iii. **Things**
    - iv. **Thoughts**
    - v. **Activities/Situations**
3. Read through a given list of coping strategies for depression and anxiety, determining which of those strategies would best reduce your symptoms or help you cope with your triggers.
4. Write a list of a few coping strategies you can use for each of the following coping categories in the designated spaces on the worksheet:
  - a. **Distraction:** doing something to take your mind off the feeling.
  - b. **Mindfulness:** engaging in the present moment.
  - c. **Emotional release:** acknowledging the feeling and finding a way to express it.
  - d. **Self-care:** taking time to care for your body and mind.
  - e. **Thought challenge:** acknowledging negative thoughts and finding ways to challenge them.
  - f. **Reaching out:** connecting with others through conversation or activity.
5. Keep your personal Coping Strategies Toolkit somewhere safe and refer back to it when experiencing symptoms or triggers of anxiety and/or depression.

### Instructional Objectives

1. By the end of the course, students will identify at least three symptoms and triggers of depression and anxiety with 100% accuracy.
2. By the end of the course, students will identify three coping strategies and one school resource that can help alleviate anxiety and depression symptoms with 100% accuracy.
3. By the end of the course, students will create a personalized Coping Strategy Toolkit that contains at least one personal trigger, one personal symptom, and six different preferred coping strategies with 90% accuracy.

## Instructional Sequence and Assessment Outline

Instructional Objectives	Type of Instructional Objectives	Type of Assessment	Sample Assessment Item
1. By the end of the course, students will identify at least three symptoms and triggers of depression and anxiety with 100% accuracy.	Cognitive (Knowledge)	Objective test (multiple-choice, matching, true/false)	<b>True / False:</b> Anxiety is also a symptom of depression.
2. By the end of the course, students will identify three coping strategies and one school resource that can help alleviate anxiety and depression symptoms with 100% accuracy.	Cognitive (Knowledge)	Constructed response (short answer)	What is a resource that is available to you on your school campus?
3. By the end of the course, students will create a personalized Coping Strategy Toolkit that contains at least one personal trigger, one personal symptom, and six different preferred coping strategies with 90% accuracy.	Cognitive (Application)	Constructed response (short answer)	List your three biggest triggers for anxiety and/or depression.

## Design of Instructional Strategies

### Motivational Strategy/Warm-up Activity

- **Motivational Tasks:** Before class begins, tape large sheets of paper around the room and write a common misconception about depression or anxiety on each one (see [Instructor Materials](#) for more details). Divide students into groups of 4-5. Then, let them know that they will participate in what is known as a Silent Discussion about what's written on each paper. During the Silent Discussion, have students go around the room and write they think about the idea on each paper, one at a time. Once students have written on each paper, they will then go around again and respond to at least one answer another student left on each poster.
- **Clarifications of Objectives:** Once everyone has completed the second round of writing, introduce the course, telling students that its purpose is to break down misconceptions like those on the papers, learn the truth about depression and anxiety, and discover healthy ways to cope with those feelings. Inform students of the end product of the course, a Coping Strategy Toolkit they will create for their own use. Show a finished example of the toolkit so students understand how it looks and can benefit them.
- **Confirmation of prerequisite knowledge and skills (if any):** Students will be presented with three different common situations that can trigger feelings of depression or anxiety. The instructor will lead them in a discussion of how they would feel in each situation and what they might do in response to deal with those feelings. This will help build community among the students and help them think about their own personal reactions and feelings before they start the course.

## Initial Presentation and Generative Strategies

### Instructional Objective #1

By the end of the course, students will identify at least three symptoms and triggers of depression and anxiety with 100% accuracy.

### Content/Initial Presentation

#### Content:

- **Definitions/Facts:**
  - **Depression:** a persistent feeling of sadness, hopelessness, or lack of interest in activities.
    - Depression is a normal response to sad or disappointing events like the loss of someone or something important to you.
    - When depression lasts a long time or interferes with your ability to function in daily life, it is referred to as clinical depression.
  - **Anxiety:** persistent worry, fear, or panic.
    - It is normal to feel anxious when faced with stressful or worrisome circumstances, like giving a speech or taking a big test.
    - When anxiety lasts a long time or interferes with your ability to function in daily life, it is referred to as an anxiety disorder.
  - **Symptom:** a physical or mental sign of an underlying condition.
  - **Trigger:** A person, place, situation, or thing that causes an unwanted emotional or behavioral reaction.
- **Concepts:**
  - **Symptoms of depression** can include the following (Mayo Clinic, 2018):
    - **Physical Symptoms:**
      - Sleep problems (sleeping too much or being unable to sleep)
      - Lack of energy
      - Appetite changes (lack or increase)
      - Pain (headaches, back pain, stomachaches)
    - **Emotional Symptoms:**
      - Feeling sad, empty, hopeless, angry, or irritable
      - Loss of interest in activities
      - Anxiety or restlessness
      - Feelings of worthlessness or guilt
    - **Behavioral Symptoms:**
      - Crying often or uncontrollably
      - Withdrawing from friends and family
      - Slowness of thought or action
      - Difficulty concentrating
      - Self-harm or suicidal thoughts/attempts
  - **Symptoms of anxiety** can include any of the following (Mayo Clinic, 2018):
    - **Physical Symptoms:**
      - Fast heartbeat, hyperventilation, sweating, shaking, stomachaches
      - Sleep problems (sleeping more or less than usual)
    - **Emotional Symptoms:**
      - Having a feeling that something bad is going to happen
      - Nervousness, worry, or restlessness
    - **Behavioral Symptoms:**
      - Difficulty concentrating

- Avoidance of triggers for anxiety
  - Symptoms of depression and anxiety can look different in different people.
  - Depression and anxiety can share the same symptoms.
  - People can experience depression and anxiety at the same time and often do.
  - Anyone at any age can experience depression and anxiety.
  - Depression and anxiety both can be triggered by everyday events in life.
- **Principles/Rules:**
  - It is important to know the way depression and anxiety affect you personally.
  - It is important to know what triggers feelings of depression and anxiety in you.
  - Depression and anxiety symptoms can be triggered by people, places, things, thoughts, or activities/situations.
  - Not all feelings of depression and anxiety need triggers. We can also feel sad or worried because of imbalances in our brain chemistry.

**Methods of instruction/presentation:**

- Slideshow of information and topics, including the following:
  - Videos to introduce each condition
  - Verbal definitions of depression and anxiety
  - Charts that compare the symptoms of depression and anxiety
  - Lists of common triggers for depression and anxiety
  - Short videos
- Students will be given a slideshow handout so they can follow along and take notes on important topics.

**Examples:**

- **Video:**
  - Depression: <https://www.youtube.com/watch?v=UJyZW2IMrOw>
  - Anxiety: <https://www.youtube.com/watch?v=nCgm1xQa06c>
- **Verbal definition:**
  - **Depression:** a persistent feeling of sadness, hopelessness, or lack of interest in activities.
- **Chart:**

**Symptoms of Depression and Anxiety**

Depression	Anxiety
<p><b>Physical Symptoms:</b></p> <ul style="list-style-type: none"> <li>● Sleep problems (sleeping too much or being unable to sleep)</li> <li>● Lack of energy</li> <li>● Appetite changes (lack or increase)</li> <li>● Pain (headaches, back pain, stomachaches)</li> </ul> <p><b>Emotional Symptoms:</b></p> <ul style="list-style-type: none"> <li>● Feeling sad, empty, hopeless, angry, or irritable</li> <li>● Loss of interest in activities</li> <li>● Anxiety or restlessness</li> <li>● Feelings of worthlessness or guilt</li> </ul> <p><b>Behavioral Symptoms:</b></p> <ul style="list-style-type: none"> <li>● Crying often or uncontrollably</li> <li>● Withdrawing from friends and family</li> <li>● Slowness of thought or action</li> <li>● Difficulty concentrating</li> <li>● Self-harm or suicidal thoughts/attempts</li> </ul>	<p><b>Physical Symptoms:</b></p> <ul style="list-style-type: none"> <li>● Fast heartbeat, hyperventilation, sweating, shaking, stomachaches</li> <li>● Sleep problems (sleeping more or less than usual)</li> </ul> <p><b>Emotional Symptoms:</b></p> <ul style="list-style-type: none"> <li>● Having a feeling that something bad is going to happen</li> <li>● Nervousness, worry, or restlessness</li> </ul> <p><b>Behavioral Symptoms:</b></p> <ul style="list-style-type: none"> <li>● Difficulty concentrating</li> <li>● Avoidance of triggers for anxiety</li> </ul>

- **List:**



- Triggers can include any of the following:
  - People
  - Places
  - Things
  - Thoughts
  - Activities/Situations

### Generative Strategy/Learner Participation

**Practice items and activities:** Students will be given a short quiz to check for understanding. The quiz will cover vocabulary from the lecture and will focus on what the symptoms are for depression and anxiety. Students can use their handout notes during the quiz. The goal is for students to be able to identify at least three symptoms and triggers of depression and anxiety.

**Feedback:** The quiz will be completed on paper. Once all students are finished, the teacher will go over the answers with students and allow them to self-assess. The quiz will count for participation in the course.

### Instructional Objective #2

By the end of the course, students will identify three coping strategies and one school resource that can help alleviate anxiety and depression symptoms with 100% accuracy.

### Content/Initial Presentation

#### **Content:**

- **Definitions/Facts:**
  - **Coping strategy:** an action that can help a person manage a difficult feeling or situation.
  - Coping strategies fall into six categories:
    - **Distraction:** doing something to take your mind off the feeling.
    - **Mindfulness:** engaging in the present moment.
    - **Emotional release:** acknowledging the feeling and finding a way to express it.
    - **Self-care:** taking time to care for your body and mind.
    - **Thought challenge:** acknowledging negative thoughts and finding ways to challenge them.
    - **Reaching out:** connecting with others through conversation or activity.
- **Concepts:**
  - Coping strategies can help people manage feelings of depression and anxiety.
  - Resources are available for free in school, online, and in the community that can help teens find healthy ways to cope with anxiety and depression.
  - Helpful resources in schools include teachers, coaches, school counselors, social workers, and school nurses.
  - Helpful resources in the community include therapists, support groups, and church leaders.
- **Principles/Rules:**
  - Although some coping strategies are unhealthy (i.e. using drugs or alcohol to cope with negative feelings), they are not effective at managing mental health conditions because they create more problems than they solve.
  - There are plenty of healthy ways to cope, but not every way will work for everyone.
  - It is important to discover which coping strategies work best for you so you know how to manage feelings of depression and anxiety in a healthy way.

#### **Methods of instruction/presentation:**

- Group discussion to talk about possible coping strategies
  - Emphasize that these should be positive strategies, not unhealthy ones like drug and alcohol abuse.
- Cover materials available to students in Powerpoint
- Cover accepted coping strategies -- medically supported

**Examples:**

- Exercise, journaling, taking a bath, clean, read a book, meditate, listen to music, paint/draw, dance, write yourself an "I love you because..." letter, school counselor, teacher that student trusts

**Generative Strategy/Learner Participation**

**Practice items and activities:** Have students work as a whole group to generate a list of coping strategies they think would be most helpful in each category. They will be asked to provide reasons they think each strategy they suggest would help someone. Make sure they understand they cannot suggest maladaptive coping strategies like drug and alcohol abuse.

**Feedback:** Peer feedback and teacher feedback will be given for this practice. Students will share their ideas aloud with their peers and provide feedback to one another. This gives the students a chance to show what they have learned and give each other quality feedback.

**Instructional Objective #3**

By the end of the course, students will create a personalized Coping Strategy Toolkit that contains at least one personal trigger, one personal symptom, and six different preferred coping strategies with 90% accuracy.

**Content/Initial Presentation****Content:**

- **Definitions/Facts:**
  - **Coping Strategy Toolkit:** A list of items and resources that students can use when feeling depressed or anxious.
  - **Therapist:** a person trained to give guidance on personal, social, or psychological problems.
  - **Psychiatrist:** a medical practitioner specializing in the diagnosis and treatment of mental illness.
- **Concepts:**
  - Having a known list of resources and coping mechanisms allows you to take control of anxiety or depression symptoms when they appear.
  - Resources for help are available everywhere. They are not limited to just the resources available on their campus.
- **Principles/Rules:**
  - Your Coping Strategy Toolkit may be different from other students'.
  - The toolkit should be personal and help you address your own personal issues.

**Methods of instruction/presentation:**

- Final discussion of mental health stigma and why to take charge of mental health
- Individual work time: teacher- and peer-mediated
  - Student reflection and completion of Coping Strategies Toolkit

**Examples:**

- [Handout or display](#) of a completed Coping Strategies Toolkit will be shown for reference.

### Generative Strategy/Learner Participation

**Practice items and activities:** On top of completing their Coping Toolbox they started in part two, students will complete an individual reflection. The reflection will include their personal triggers, a reflection on the course and their thoughts on using the toolkit in their own lives.

**Feedback:** Since the toolkit is an individual assignment, the students will be given feedback based on the completion of the Coping Toolkit. They should at least six coping mechanisms, a resource on campus they can use and at least one resource they have found that they can use outside of school. After the completion of the Toolkit worksheet, the class will reconvene for a group discussion. The discussion will focus on how their knowledge of the topic has improved and how they think this course will help them handle their mental health. This will be mediated by the teacher and students will be graded based on their participation in the discussion.



# THE COPING STRATEGY TOOLKIT

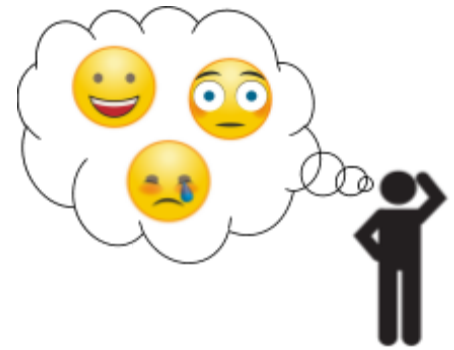
A Workshop Helping Teens Manage Anxiety and Depression

PARTICIPANT BOOKLET

# INTRODUCTION

## HOW ARE YOU FEELING TODAY?

**Have you ever felt sad, worried, or stressed out?** Who hasn't? These are normal responses to things that happen at school, at work, at home, or in our social lives. But when those, sad, worried, or stressed-out feelings stay for a long time, or when you can't seem to shake them or understand what is causing them, you may be experiencing **depression** or **anxiety**,



**Lots of teens today experience depression and anxiety**, and you have probably heard of these issues before. The media is always talking about mental health and how things like bullying, stress, and social media can affect it. But there's a good reason for that: your generation is more at risk for mental health issues than any other generation today (Rosenberg, 2019).

## DON'T WORRY, BE SAVVY!

**Relax, there is hope:** depression and anxiety do **not** have to control your life. Being mindful of your **symptoms** - how these conditions affect you personally - can help you become more aware of how to manage these conditions. Recognizing your personal **triggers** for anxiety and depression symptoms can also help in this way.



**But knowing your symptoms and triggers is only half the battle.** What do you do about those difficult feelings and triggers, especially when they seem like they're here to stay? That's what **coping strategies** are for! In this course, you will learn ways to deal with mental health issues and tools to help you take control of your mental health. You may not need this training, but someone close to you might!

## WHY DOES THIS MATTER TO YOU?

**Often teens do not know all the resources they have available to help them cope with depression and anxiety.** This course is designed to help you learn more about these resources and find the ones that best fit your personal needs. Even if you don't need this course, you may have a friend who is going through a tough time and needs your help. Starting with you, we hope to squash the misconceptions and myths surrounding mental health and open healthy conversations with you and your friends and family.



# COURSE BREAKDOWN

## OBJECTIVES

1. Identify the **symptoms** and **triggers** of depression and anxiety.
2. Identify healthy **coping strategies** and resources that can relieve depression and anxiety symptoms.
3. Create a **Coping Strategy Toolkit** to help deal with personal depression and anxiety symptoms.

## ACTIVITIES YOU'LL COMPLETE IN THIS COURSE

1. **Silent Discussion.** Our opening activity will be a silent discussion in which you'll confront and respond in writing to different misconceptions about depression and anxiety and your classmates' responses to those misconceptions. From the get-go, we're going to cut through the noise that exists out there about these conditions!
2. **Learn Something New!** After discussing and breaking down the misconceptions about depression and anxiety, your teacher will present information about the common **symptoms** of these conditions, the common **triggers** of each. You will be given notes to help you along.
3. **Take a Quiz.** After learning these strategies, it's time to show what you know! You'll be given a quiz that will assess what you've learned about depression and anxiety symptoms and triggers.
4. **Build a Coping Strategies Toolkit.** After completion of this hour-long course, you will be able to create a personalized **Coping Strategies Toolkit** to help you deal with your personal symptoms of anxiety and depression in a healthy way. The hope is that you'll keep this toolkit with you and refer back to it whenever times get tough. You can also use the information you learn in this course to help friends and family.

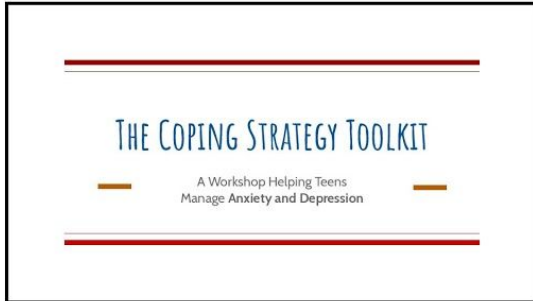


## HOW YOUR TEACHER WILL HELP YOU

In the first part of the course, your teacher will cover what anxiety and depression are as well as signs, symptoms, and potential triggers for each. The main focus of the course is supplying you with enough tools to help you cope with anxiety and depression. The teacher will cover healthy coping strategies, resources that you have available at school, and some examples of resources outside of school. Most of the brain work will be done by you and other students you work with in groups.

On the next few pages, you'll find copies of all the notes, handouts, quizzes, and activities for this course!

## Slideshow Notes



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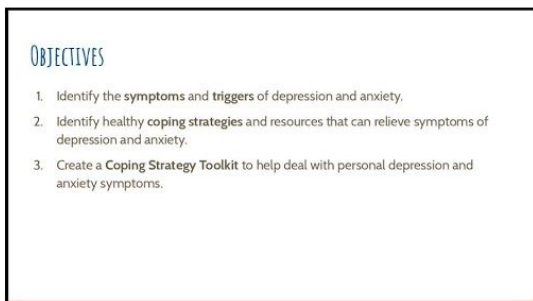
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### WHAT IS DEPRESSION?

**Depression:** a persistent feeling of sadness, hopelessness, or lack of interest in activities.



#### What is Depression?

- Depression is a normal response when something sad happens in your life.
- When this sadness lasts a long time or begins to interfere with your everyday life, this is known as Clinical Depression and should be addressed by a doctor.

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### WHAT IS ANXIETY?

**Anxiety:** persistent worry, fear, or panic.



#### What is Anxiety?

- It is normal to feel anxious before a big event or a stressful time like final exams.
- When anxiety lasts a long time and starts to affect your day-to-day life, this is considered an anxiety disorder.
- Anxiety disorders need to be diagnosed by a doctor.

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### SYMPTOMS OF DEPRESSION AND ANXIETY

- Many signs and symptoms of depression and anxiety are similar.
- The symptoms for both fall into three major categories:
  - Physical
  - Emotional
  - Behavioral

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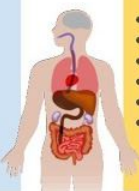
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### PHYSICAL SYMPTOMS OF DEPRESSION AND ANXIETY

DEPRESSION	ANXIETY
<ul style="list-style-type: none"><li>• Sleep problems</li><li>• Lack of energy</li><li>• Appetite changes</li><li>• Headaches</li><li>• Back pain</li><li>• Stomachaches</li></ul>	<ul style="list-style-type: none"><li>• Sleep problems</li><li>• Fast heartbeat</li><li>• Hyperventilation</li><li>• Sweating</li><li>• Shaking</li><li>• Stomachaches</li></ul>



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### EMOTIONAL SYMPTOMS OF DEPRESSION AND ANXIETY

DEPRESSION	ANXIETY
<ul style="list-style-type: none"><li>• Feeling sad, empty, hopeless, angry, or irritable</li><li>• Loss of interest in activities</li><li>• Anxiety</li><li>• Restlessness</li><li>• Feelings of worthlessness</li><li>• Feelings of guilt</li></ul>	<ul style="list-style-type: none"><li>• Having a feeling that something bad is going to happen</li><li>• Nervousness</li><li>• Worry</li><li>• Restlessness</li></ul>



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### BEHAVIORAL SYMPTOMS OF DEPRESSION AND ANXIETY

DEPRESSION	ANXIETY
<ul style="list-style-type: none"><li>• Crying often or uncontrollably</li><li>• Withdrawing from friends and family</li><li>• Slowness of thought or action</li><li>• Difficulty concentrating</li><li>• Self-harm or suicidal thoughts/attempts</li></ul>	<ul style="list-style-type: none"><li>• Difficulty concentrating</li><li>• Avoidance of triggers for anxiety</li><li>• Pacing or rocking</li><li>• Needing to move frequently</li><li>• Crying</li></ul>



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THERE IS NOTHING TO BE ASHAMED OF...

- Depression and anxiety are common in teenagers
- You have more **triggers** in your lives currently than most:
  - Hormone changes (Puberty)
  - Genetics
  - Difficult home life
  - Social media
  - Bullying
  - People in your life
  - Situations or events



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TIME FOR A SHORT QUIZ

You may use your notes to help you.



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### COPING STRATEGIES

- **Coping strategy:** an action that can help a person manage a difficult feeling or situation.

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graph LR; TRIGGER[TRIGGER] --> SYMPTOM[SYMPTOM]; SYMPTOM --> REACTION[REACTION]
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- When we use coping strategies, we react in a way that lessens our symptoms.

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### SIX DEGREES OF COPE-ERATION

1. **Distraction:** doing something to take your mind off the feeling.
2. **Mindfulness:** engaging in the present moment.
3. **Emotional release:** acknowledging the feeling and finding a way to express it.
4. **Self-care:** taking time to care for your body and mind.
5. **Thought challenge:** acknowledging negative thoughts and finding ways to challenge them.
6. **Reaching out:** connecting with others through conversation or activity.

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### EXAMPLES OF COPING STRATEGIES

The first image shows a close-up of hands holding an open book. The second image shows a silhouette of a person standing next to a whiteboard on an easel. The third image shows a group of people in a gym setting, some are on treadmills and others are standing.

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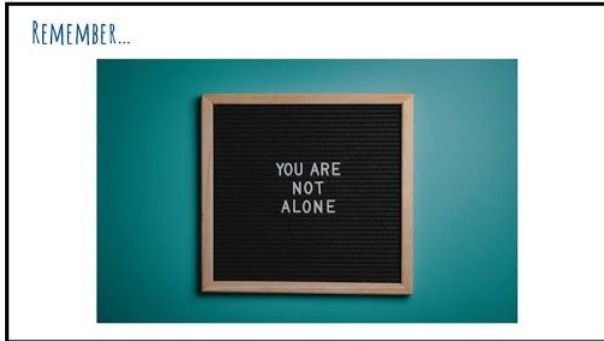
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**GROUP DISCUSSION**

- With the people around you, come up with POSITIVE coping strategies that you think may help you deal with the symptoms we discussed. Take about 5 minutes and create a list in your notes.
- In your notes, star or highlight your top 3 options from the discussion. You may also come up with your own ideas.

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### COPING STRATEGY TOOLKIT

You will now create your own **Coping Strategy Toolkit**. Using your notes, fill out the provided worksheet.

1. Think of symptoms and potential triggers you may see affecting you or things you already experience. This is private, we will not share it.
2. Complete the **Coping Strategies Toolkit** worksheet. Try to come up with a few examples or ideas for each of the coping strategies.
3. Decide on one on-campus resource you can use when you feel anxious/depressed.
4. Choose one online/community resource you can use when you are not at school to help.

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### FINAL DISCUSSION

As a group, discuss what you have learned today. Discuss

- One thing you learned
- One thing that was surprising to you
- One thing you wish you could learn more about

As a class, we will discuss each of these. Each group will share out one thing their group discussed in a round-robin. A different person can share out each time, or you can have one designated speaker.

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## Depression & Anxiety Quiz

Name: \_\_\_\_\_

Date: \_\_\_\_\_

### DEPRESSION & ANXIETY QUIZ

#### Check for Understanding

**Matching:** Match each term with its definition. Write the letter of the correct answer on the line.

- |                    |   |
|--------------------|---|
| 1. ____ Depression | A. A person, place, situation, or thing that causes an unwanted emotional or behavioral reaction. |
| 2. ____ Anxiety    | B. A persistent feeling of sadness, hopelessness, or lack of interest in activities.              |
| 3. ____ Symptom    | C. Persistent worry, fear, or panic.  |
| 4. ____ Trigger    | D. A physical or mental sign of an underlying condition.  |

**Multiple Choice:** Choose the letter of the correct answer. Write the letter on the line.

5. \_\_\_\_ Which of the following is **not** a symptom of depression?
- |                                   |                   |
|-----------------------------------|-------------------|
| a. Fast heartbeat                 | c. Crying         |
| b. Loss of interest in activities | d. Lack of energy |
6. \_\_\_\_ Which of the following is a **shared** symptom of depression and anxiety?
- |                     |                      |
|---------------------|----------------------|
| a. Appetite changes | c. Sleeping problems |
| b. Physical pain    | d. All of the above  |
7. \_\_\_\_ Which of the following can cause depression and anxiety?
- |                     |                           |
|---------------------|---------------------------|
| a. Hormones         | c. Normal everyday events |
| b. Outside triggers | d. All of the above       |

**True / False:** Circle the correct answer to each question.

8. True / False: Anxiety is also a symptom of depression.
9. True / False: Everyone will feel depressed and/or anxious at some point in their life.
10. True / False: You can tell when someone is depressed or anxious.
11. True / False: It is important to know how depression and anxiety affect you personally.

**Short Answer:** Write your responses on the lines provided.

12. What are the three major categories of depression and anxiety symptoms?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

13. What are two factors that may trigger anxiety?

1. \_\_\_\_\_

2. \_\_\_\_\_

## Coping Strategy Toolkit Worksheet

\_\_\_\_\_ 'S COPING STRATEGY TOOLKIT

<p style="text-align: center;"><b>TRIGGERS</b></p> <p style="text-align: center;">What triggers your anxiety and depression symptoms?</p>	<p style="text-align: center;"><b>SYMPTOMS</b></p> <p style="text-align: center;">What symptoms do you experience when you are depressed or anxious?</p>
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### COPING STRATEGIES

List at least one strategy of each type below that you can use when you are feeling depressed or anxious.

 DISTRACTION		 SELF-CARE	
 MINDFULNESS		 THOUGHT CHALLENGE	
 EMOTIONAL RELEASE		 REACHING OUT	

### EMERGENCY CONTACTS

ON-CAMPUS	OFF-CAMPUS
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**Coping Strategy Toolkit - STUDENT MODEL**

**Kate's COPING STRATEGY TOOLKIT**

**TRIGGERS**

What triggers your anxiety and depression symptoms?

Anxiety: being around a lot of people I don't know, giving a speech, group projects

Depression: not liking the way I look, getting a bad grade on a project, getting put down or made fun of

**SYMPTOMS**

What symptoms do you experience when you are depressed or anxious?

Crying  
 Feeling like I can't settle down  
 Feeling angry or irritated  
 Not wanting to talk to anyone  
 Snapping at people  
 Loss of appetite  
 Feeling really tired  
 My mind won't stop racing

**COPING STRATEGIES**

What coping strategies can you use when you are feeling depressed or anxious? List at least one of each type below.

 <b>DISTRACTION</b>	Drawing or coloring Reading a book Going for a walk Playing a game	 <b>SELF-CARE</b>	Taking a bath or shower Getting a mani-pedi Eating my favorite food Exercising
 <b>MINDFULNESS</b>	Deep breathing Meditation Paying attention to surroundings	 <b>THOUGHT CHALLENGE</b>	Taking negative thoughts about myself and turning them into positives
 <b>EMOTIONAL RELEASE</b>	Crying venting to a friend/family member	 <b>REACHING OUT</b>	Call or text a friend Post on social media Talk to a teacher or counselor

**EMERGENCY CONTACTS**

<p style="text-align: center;"><b>ON-CAMPUS</b></p> Name: Mrs. Johnson (Counselor)  Room #: 225A	<p style="text-align: center;"><b>OFF-CAMPUS</b></p> Name: Mom  Phone #: 555-1234
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# THE COPING STRATEGY TOOLKIT

A Workshop Helping Teens Manage Anxiety and Depression

## INSTRUCTOR HANDBOOK

# INSTRUCTOR HANDBOOK

## Materials Needed

- Slideshow presentation (with links to additional online materials)
- Whiteboard and whiteboard markers
- Large pieces of paper (poster-size Post-Its, butcher paper sheets) with six prompts written on them (supplied in instructions)
- Markers for each group to write on posters/Post-Its
- Student handouts
  - [Slideshow notes](#)
  - [Depression & Anxiety Quiz](#)
  - [Coping Strategies Toolkit Worksheet](#)
  - [Example of completed Coping Strategies Toolkit](#)

## Technology Needed

- Computer (for instructor), or comparable technology
- PowerPoint or Google Slides
- Digital projector that can connect to computer
- Computer speakers
- Internet access

## Preparation

- Make copies of Slideshow Notes for students (one copy for each student).
- Make copies of the Depression & Anxiety Quiz and Coping Strategies Toolkit worksheet.
- Make sure all the links on the slideshow work properly. Open them ahead of time if necessary.
- Set up large pieces of paper with the following prompts written on them (1 prompt/paper):
  - Anxiety and depression can only be treated with medication.
  - Some people are just worrywarts, and there's nothing anyone can really do to make a difference for them.
  - Depression is only brought on by traumatic events.
  - Cyberbullying is something that everyone does and deals with on their own.
  - Depression is the same as being sad.
  - Depression and anxiety are signs of weakness.
- Review the slideshow prior to the start of the course and ensure your familiarity with the concepts and content therein. Presenter notes have been included in the provided slideshow for you to use.

## Workshop Content Overview

1. Introduction to depression and anxiety
  - a. What is depression? Anxiety?
    - i. **Depression:** a persistent feeling of sadness, hopelessness, or lack of interest in activities.
    - ii. **Anxiety:** persistent worry, fear, or panic.
  - b. What are the signs/symptoms that are common?
    - i. Requires medical diagnosis, but cover common signs and symptoms
      1. See above chart

- c. Warning signs that you shouldn't ignore
        - i. Suicidal thoughts, thoughts of harming others, constant anxiety or depression symptoms
2. Removing the stigma of mental health
  - a. It is normal in teenagers
  - b. There is no reason to be ashamed/hide
    - i. Keep repeating this fact. The students should know that this is not something that they need to be ashamed of and hide from anyone.
  - c. Statistics of how many teenagers are affected
3. What can cause depression and anxiety to show?
  - a. Common triggers that can occur
    - i. Hormone changes
    - ii. Difficult home life
    - iii. Social Media
    - iv. Genetics
4. Discuss ways to cope with anxiety/depression
  - a. Cover healthy coping mechanisms
    - i. **Distraction:** doing something to take your mind off the feeling.
    - ii. **Mindfulness:** engaging in the present moment.
    - iii. **Emotional release:** acknowledging the feeling and finding a way to express it.
    - iv. **Self-care:** taking time to care for your body and mind.
    - v. **Thought challenge:** acknowledging negative thoughts and finding ways to challenge them.
    - vi. **Reaching out:** connecting with others through conversation or activity.
5. Cover resources available for students on campus
  - a. **School counselor**
    - i. Discuss what counselor can discuss
    - ii. Located in the school's main office
    - iii. May require an appointment to see them if they are busy
  - b. **School nurse**
    - i. Discuss what a school nurse can do
    - ii. Located in the main office of the school
    - iii. May be busy with other students but you can always go to her during school hours.
  - c. **Trusted teachers**
    - i. Inform students that they can talk to their teachers but teachers must report anything that can be more serious.
    - ii. Make sure your teacher has time to speak with you/doesn't have class
6. Discuss stigmas of mental health and reasons to be free to discuss it
  - a. Negative thoughts and feelings about mental health will always exist
  - b. Be sure to surround yourself with people who care and will listen when you are having a hard time
  - c. Not everyone will be respectful of your mental health
    - i. Use your coping mechanisms when this happens
7. Cover materials available to students on internet/phone/outside of school
  - a. List of phone apps, most are free to students and available on both Android and iOS
  - b. NAMI HelpLine Resources  
(<https://www.nami.org/Find-Support/NAMI-HelpLine/Top-HelpLine-Resources>)
8. Have students work individually to develop their personal coping toolkit, with help from teacher and classmates if needed
  - a. You will monitor the class, but do not try to interfere too much with their discussions and creation of their own toolkit.
    - i. Let students work through their own toolkit ideas, the toolkit needs to be personal
    - ii. While students are working, grade their quizzes and pass them back after logging scores. The student can correct any questions they missed if they want to get a higher score.

9. Complete a final class discussion. In groups have them discuss something they learned, something they found surprising and something they wish they could have learned more about. As a class, have each group share out a response for each question using Round Robin technique. A different student can answer for the group for each question or they can designate one person to share.

### **Practice Overview**

Slideshow and Presenter Notes can be found [here](#) and on the following pages. Student handouts, including the Depression & Anxiety Quiz and Answer Key, can also be found on the following pages.

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# THE COPING STRATEGY TOOLKIT

A Workshop Helping Teens  
Manage Anxiety and Depression

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## INTRODUCTION ACTIVITY - SILENT DISCUSSION

1. Around the room at 6 common misconceptions about depression and anxiety.
2. In groups, go around to each post and discuss the prompt. Write your opinion of the prompt with your marker.
3. After you have completed each post, we will go around again. Reply to ONE post from a group for each.
4. Once you are done, sit with your group a table.



## OBJECTIVES

1. Identify the **symptoms** and **triggers** of depression and anxiety.
2. Identify healthy **coping strategies** and resources that can relieve symptoms of depression and anxiety.
3. Create a **Coping Strategy Toolkit** to help deal with personal depression and anxiety symptoms.

## WHAT IS DEPRESSION?

**Depression:** a persistent feeling of sadness, hopelessness, or lack of interest in activities.

### What is Depression?

- Depression is a normal response when something sad happens in your life.
- When this sadness lasts a long time or begins to interfere with your everyday life, this is known as Clinical Depression and should be addressed by a doctor.



## WHAT IS ANXIETY?

**Anxiety:** persistent worry, fear, or panic.

### What is Anxiety?

- It is normal to feel anxious before a big event or a stressful time like final exams.
- When anxiety lasts a long time and starts to affect your day-to-day life, this is considered an **anxiety disorder**.
- Anxiety disorders need to be diagnosed by a doctor.



## SYMPTOMS OF DEPRESSION AND ANXIETY

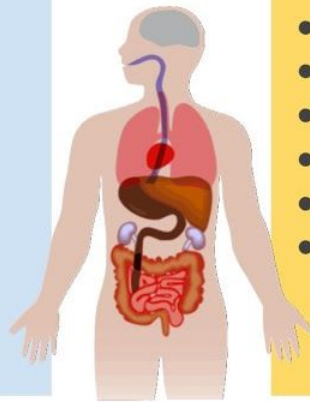
- Many signs and symptoms of depression and anxiety are **similar**.
- The symptoms for both fall into **three major categories**:
  - **Physical**
  - **Emotional**
  - **Behavioral**



## PHYSICAL SYMPTOMS OF DEPRESSION AND ANXIETY

### DEPRESSION

- Sleep problems
- Lack of energy
- Appetite changes
- Headaches
- Back pain
- Stomachaches



### ANXIETY

- Sleep problems
- Fast heartbeat
- Hyperventilation
- Sweating
- Shaking
- Stomachaches

## EMOTIONAL SYMPTOMS OF DEPRESSION AND ANXIETY

### DEPRESSION

- Feeling sad, empty, hopeless, angry, or irritable
- Loss of interest in activities
- Anxiety
- Restlessness
- Feelings of worthlessness
- Feelings of guilt



### ANXIETY

- Having a feeling that something bad is going to happen
- Nervousness
- Worry
- Restlessness

## BEHAVIORAL SYMPTOMS OF DEPRESSION AND ANXIETY

### DEPRESSION

- Crying often or uncontrollably
- Withdrawing from friends and family
- Slowness of thought or action
- Difficulty concentrating
- Self-harm or suicidal thoughts/attempts



### ANXIETY

- Difficulty concentrating
- Avoidance of triggers for anxiety
- Pacing or rocking
- Needing to move frequently
- Crying

## THERE IS NOTHING TO BE ASHAMED OF...

- Depression and anxiety are common in teenagers
- You have more **triggers** in your lives currently than most:
  - Hormone changes (Puberty)
  - Genetics
  - Difficult home life
  - Social media
  - Bullying
  - People in your life
  - Situations or events



## TIME FOR A SHORT QUIZ

You may use your **notes** to help you.



## COPING STRATEGIES



## COPING STRATEGIES

- **Coping strategy:** an action that can help a person manage a difficult feeling or situation.



- When we use **coping strategies**, we react in a way that **lessens** our symptoms.

## SIX DEGREES OF COPE-ERATION

1. **Distraction:** doing something to take your mind off the feeling.
2. **Mindfulness:** engaging in the present moment.
3. **Emotional release:** acknowledging the feeling and finding a way to express it.
4. **Self-care:** taking time to care for your body and mind.
5. **Thought challenge:** acknowledging negative thoughts and finding ways to challenge them.
6. **Reaching out:** connecting with others through conversation or activity.

## EXAMPLES OF COPING STRATEGIES



## COPING TO HELP, NOT CURE

- Coping strategies can help people *manage* feelings of depression and anxiety.
- They take the edge off our bad feelings and help us get back to a functional place.

## LEAN ON YOUR RESOURCES

Resources are available for free in school, online, and in the community that can help teens find healthy ways to cope with anxiety and depression.

### School Resources

- Teachers
- Coaches
- Counselors
- Social workers
- School nurses

### Online Resources

- Phone apps
  - Mind Shift
  - SAM
  - Happify
  - Breathe2Relax
  - HeadSpace
- NAMI Helpline Resources

### Community Resources

- Therapists
- Support groups
- Faith leaders
- SAMHSA helpline  
(1-877-726-4727)

## NEED HELP FINDING A PSYCHIATRIST?

- **A parent or guardian** can help you contact the correct doctor and make sure you get to your appointments.
- **HelpWhenYouNeedIt.Org** has over 350,000 listings for social services, mental health, substance use, legal and financial assistance.
- **Psychology Today** offers a national directory of therapists, psychiatrists, therapy groups and treatment facility options.
- **SAMHSA Treatment Locator** provides referrals to low-cost/sliding scale mental health care, substance abuse and dual diagnosis treatment (800-662-4357).

REMEMBER...



## GROUP DISCUSSION

- With the people around you, come up with POSITIVE coping strategies that you think may help you deal with the symptoms we discussed. Take about 5 minutes and create a list in your notes.
- In your notes, star or highlight **your top 3 options** from the discussion. You may also come up with your own ideas.



## COPING STRATEGY TOOLKIT

You will now create your own **Coping Strategy Toolkit**. Using your notes, fill out the provided worksheet.

1. Think of symptoms and potential triggers you may see affecting you or things you already experience. This is private, we will not share it.
2. Complete the **Coping Strategies Toolkit** worksheet. Try to come up with a few examples or ideas for each of the coping strategies.
3. Decide on one on-campus resource you can use when you feel anxious/depressed.
4. Choose one online/community resource you can use when you are not at school to help.



## FINAL DISCUSSION

As a group, discuss what you have learned today. Discuss

- One thing you learned
- One thing that was surprising to you
- One thing you wish you could learn more about

As a class, we will discuss each of these. Each group will share out one thing their group discussed in a round-robin. A different person can share out each time, or you can have one designated speaker.

Name: \_\_\_\_\_

Date: \_\_\_\_\_

## DEPRESSION &amp; ANXIETY QUIZ

## Check for Understanding

**Matching:** Match each term with its definition. Write the letter of the correct answer on the line.

- |                    |   |
|--------------------|---|
| 1. ____ Depression | A. A person, place, situation, or thing that causes an unwanted emotional or behavioral reaction. |
| 2. ____ Anxiety    | B. A persistent feeling of sadness, hopelessness, or lack of interest in activities.              |
| 3. ____ Symptom    | C. Persistent worry, fear, or panic.  |
| 4. ____ Trigger    | D. A physical or mental sign of an underlying condition.  |

**Multiple Choice:** Choose the letter of the correct answer. Write the letter on the line.

5. \_\_\_\_ Which of the following is **not** a symptom of depression?
- |                                   |                   |
|-----------------------------------|-------------------|
| a. Fast heartbeat                 | c. Crying         |
| b. Loss of interest in activities | d. Lack of energy |
6. \_\_\_\_ Which of the following is a **shared** symptom of depression and anxiety?
- |                     |                      |
|---------------------|----------------------|
| a. Appetite changes | c. Sleeping problems |
| b. Physical pain    | d. All of the above  |
7. \_\_\_\_ Which of the following can cause depression and anxiety?
- |                     |                           |
|---------------------|---------------------------|
| a. Hormones         | c. Normal everyday events |
| b. Outside triggers | d. All of the above       |

**True / False:** Circle the correct answer to each question.

8. **True / False:** Anxiety is also a symptom of depression.
9. **True / False:** Everyone will feel depressed and/or anxious at some point in their life.
10. **True / False:** You can tell when someone is depressed or anxious.
11. **True / False:** It is important to know how depression and anxiety affect you personally.

**Short Answer:** Write your responses on the lines provided.

12. What are the three major categories of depression and anxiety symptoms?

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

13. What are two factors that may trigger anxiety?

1. \_\_\_\_\_

2. \_\_\_\_\_

## DEPRESSION & ANXIETY QUIZ

### Answer Key

#### Matching

1. B
2. C
3. D
4. A

#### Multiple-Choice

5. A
6. D
7. D

#### True/False

8. True
9. False
10. True

#### Short Answer

11. Physical, Emotional, Behavioral
12. Answers will vary, but should fall into the category of people, places, things, thoughts, and activities/situations.

## \_\_\_\_\_ 'S COPING STRATEGY TOOLKIT

### TRIGGERS

What triggers your anxiety and depression symptoms?

### SYMPTOMS

What symptoms do you experience when you are depressed or anxious?

### COPING STRATEGIES

List at least one strategy of each type below that you can use when you are feeling depressed or anxious.

 <p>DISTRACTION</p>		 <p>SELF-CARE</p>	
 <p>MINDFULNESS</p>		 <p>THOUGHT CHALLENGE</p>	
 <p>EMOTIONAL RELEASE</p>		 <p>REACHING OUT</p>	

### EMERGENCY CONTACTS

ON-CAMPUS	OFF-CAMPUS
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## Kate's COPING STRATEGY TOOLKIT

### TRIGGERS

What triggers your anxiety and depression symptoms?

Anxiety: being around a lot of people I don't know, giving a speech, group projects

Depression: not liking the way I look, getting a bad grade on a project, getting put down or made fun of

### SYMPTOMS

What symptoms do you experience when you are depressed or anxious?

Crying  
 Feeling like I can't settle down  
 Feeling angry or irritated  
 Not wanting to talk to anyone  
 Snapping at people  
 Loss of appetite  
 Feeling really tired  
 My mind won't stop racing

### COPING STRATEGIES

What coping strategies can you use when you are feeling depressed or anxious? List at least one of each type below.

 DISTRACTION	Drawing or coloring Reading a book Going for a walk Playing a game	 SELF-CARE	Taking a bath or shower Getting a mani-pedi Eating my favorite food Exercising
 MINDFULNESS	Deep breathing Meditation Paying attention to surroundings	 THOUGHT CHALLENGE	Taking negative thoughts about myself and turning them into positives
 EMOTIONAL RELEASE	Crying venting to a friend/family member	 REACHING OUT	Call or text a friend Post on social media Talk to a teacher or counselor

### EMERGENCY CONTACTS

ON-CAMPUS	OFF-CAMPUS
Name: Mrs. Johnson (Counselor)	Name: Mom
Room #: 225A	Phone #: 555-1234

## References

- Anderson, M. (2018, November 30). A Majority of Teens Have Experienced Some Form of Cyberbullying. Retrieved from <https://www.pewinternet.org/2018/09/27/a-majority-of-teens-have-experienced-some-form-of-cyberbullying/>
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