Lesson 2

Let’s Talk About Anxiety

Resources

The 10 Oks Poster
Print large and put up in classroom

Anxiety Video Clip
https://www.youtube.com/watch?v=Egj212mvYco

Feelings Faces
One set per class

Emotion Labels
One set per class

Large Paper and Writing Equipment

Stress Bucket
Photocopy one per pupil

54321 Mindfulness poster
Photocopy one large

Beads and pipe cleaners

Positive Mantra Starters
One per table

Learning Objectives

WALT:
• To recognise a range of feelings
• To recognise feelings of anxiety in myself and others
• To know how to prevent feeling overwhelmed by anxiety
• To use coping strategies to manage anxiety

The 10 Oks:
(2 minutes)

Set the ground rules for the discussion to create a safe and open environment:

Today we are learning about anxiety. This topic can be tricky for some people. During these lessons you are expected to be supportive and respectful of others.

If what we learn about makes you feel worried you should feel free to approach a teacher, mental health lead or any member of staff you feel comfortable talking to if you need help or advice. After every lesson information will be available and a poster will be around school to support you.

The 10 OK rules can need to be negotiated, agreed upon and shared so all pupils understand them and feels safe.

Key Skills

• Managing information
• Thinking, problem-solving and decision-making
• Being creative
• Working with others
• Self-management
• Language and interacting
Teaching Input

(5 minutes)

It is important to talk about the ‘big feelings’ we have because our mental health is big part of our physical health and well-being. Find out what children already know and what they would like to find out about anxiety? Introduce what anxiety is: **Anxiety is a feeling of fear or panic.**

Feeling anxious sometimes is normal, like before a test or doing something for the first time. If the problem has gone, but the feeling of panic or fear stays, or gets stronger - that is when anxiety can become a problem.

Name the Feelings

(5 minutes)

Show the children the faces one at a time. Do not show them the name of the feeling. Invite volunteers to suggest the name of the feeling being illustrated. Introduce the words for each of the feelings shown and talk about the facial expressions shown on each of the feeling faces. Use the following questions to develop discussion and encourage the children to give reasons for their answers:

- Does anyone recognise having this feeling?
- Do our faces always show our true feelings?
- Do people who say they ‘don’t care’ really not care?

(Highlight that if people protest that they ‘don’t care’, that often means that they do!)

-Does it make you feel better if you pretend?

A Body of Feelings

(10 minutes)

Everybody has fears from time to time. Fear can even be good for you sometimes and even help you stay healthy. Fear of getting too close to a fire may save you from a bad burn and fear of getting a bad mark on a test may make you work harder.

The body's reaction to fear is called the “fight, flight or freeze” response and people have had it since the beginning of time. Thousands of years ago caveman or cavewoman came face to face with a number of animals that were ready to eat them, like the sabre-toothed tiger and they would need to respond by fight, flight or freeze.

Which one do you think would be best? Now we worry about different things that aren’t actually harmful, but our bodies still react in the same way.

In small groups, children to draw around one person on large paper. Ask children to draw on and label how their bodies feel when they are anxious. Give a personal example: “When I worry my hands get sweaty (draw buckets of water) and my stomach feels nauseous (draw a boat on a rough sea).” Share each group’s learning and discuss similarities and differences. Could you feel anxious inside but not show it to everyone?

Stress Bucket (10 minutes)

Anxiety can be visualised like a bucket of water! Show Stress Bucket poster. Everybody’s level is different. Everyday events can make us feel stressed, for example going to a new school, taking a test, or problems in relationships with friends and family.
When we already feel stressed (high water level) it does not take much to trigger off the Anxiety Response (overspill). But we can learn ways to keep the level down by relaxing and doing things we enjoy. It’s like a tap that releases some water out. Even imagining ourselves doing something fun can help. And we can learn to cope better with those things that make us anxious - so our water level doesn’t rise too quickly!

Children to annotate individual Stress Bucket with own stresses and ideas how to release them.

**Self-Help Strategies**

(10 minutes)

1. **Slow down** - take some slow, deep breaths to calm the physical effects of anxiety. Practise together by breathing in for three seconds, holding for three seconds, then out for three.

2. **Play 5-4-3-2-1 Mindfulness Game** (show poster) - 5 things you hear, 4 you can see, 3 you can feel, 2 you can touch, 1 you can taste.

3. **Positive mantra bracelet** - place beads on a pipe cleaner with each one representing a positive affirmation for your particular worry (discuss with a friend if you have similar or different worries.) Use prompt cards to help with ideas.

Children to wear bracelet and when begin to feel anxious, catch those thoughts and touch each bead saying the positive phrase.

**Plenary** (5 minutes)

Recap what we have learnt today and discuss the following:
- What have you learnt about mental health?
- How did you feel talking about mental health and your feelings?
- What did you find difficult?
- What did you find interesting?

**Closure** (5 minutes)

‘Affirmation chairs’ - sit on chairs in a circle with 1 empty chair. Children take turns in offering the empty chair next to them to a peer and give them a positive affirmation until everyone has been offered a seat. For example: “You are a good friend because you smile at me when you see me”

**Further Activities & Useful Apps**

**MindShift** helps you to earn how to relax, develop more helpful thinking, and identify active steps that will help you take charge of your anxiety

**DreamyKid** has meditation, guided visualization and affirmations for children & teens that teach mindfulness

http://www.brave-online.com/

Online program designed for children with anxiety
2.1 Feelings Faces
<table>
<thead>
<tr>
<th>Worried</th>
<th>Happy</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sad</td>
<td>Angry</td>
</tr>
<tr>
<td>Embarrassed</td>
<td>Surprised</td>
</tr>
<tr>
<td>Excited</td>
<td>Scared</td>
</tr>
</tbody>
</table>
THE STRESS BUCKET

STRESSES & WORRIES

Arguments at home
Friends
School
Loneliness

The bucket can overflow

HELPING TAP
Drawing
Playing sport
Talking to friends
5-4-3-2-1 MINDFULNESS

THINK ABOUT 5 THINGS YOU CAN SEE, 4 THINGS YOU CAN HEAR, 3 THINGS YOU CAN TOUCH, 2 THINGS YOU CAN SMELL, 1 THING YOU CAN TASTE
2.4 Positive Mantra Prompt Cards

Positive Mantra Beads

I can handle

I know

I will

I am

Positive Mantra Beads

I can handle

I know

I will

I am

Positive Mantra Beads

I can handle

I know

I will

I am

Positive Mantra Beads

I can handle

I know

I will

I am
## 2. Let’s Learn About Anxiety

<table>
<thead>
<tr>
<th>Learning Objectives</th>
<th>Key Skills</th>
<th>Resources</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>We are learning:</strong></td>
<td>• Managing information</td>
<td>The 10 Oks template</td>
</tr>
<tr>
<td>• To recognise a range of feelings</td>
<td>• Thinking, problem-solving and decision-making</td>
<td>Youtube clip (<a href="https://www.youtube.com/watch?v=Egj212mYco">https://www.youtube.com/watch?v=Egj212mYco</a>)</td>
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<td>• To use coping strategies to manage anxiety</td>
<td>• Self-management</td>
<td>Large paper</td>
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<tr>
<td></td>
<td>• Language and interacting</td>
<td>Writing equipment</td>
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<tr>
<td></td>
<td></td>
<td>Stress Bucket handout</td>
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<td></td>
<td></td>
<td>5,4,3,2,1 mindfulness poster</td>
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<td>Positive mantra starters</td>
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### PSHE Core Themes and Objectives

#### Health and wellbeing
- to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals
- to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them
- about people who are responsible for helping them stay healthy and safe and ways that they can help these people

#### Relationships
- that their actions affect themselves and others

#### Living in the wider world
- to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people
### Teaching Input

It is important to talk about the ‘big feelings’ we have because our mental health is big art of our physical health and well-being. Find out what children already know and what they would like to find out about anxiety? Introduce what anxiety is: Anxiety is a feeling of fear or panic. Feeling anxious sometimes is normal, like before a test or doing something for the first time. If the problem has gone, but the feeling of panic or fear stays, or gets stronger - that is when anxiety becomes a problem and show [https://www.youtube.com/watch?v=Egj212mvYco](https://www.youtube.com/watch?v=Egj212mvYco) (0.00-2.22). Share learning Objectives

### Learning Activities

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<th>Show the children the faces one at a time. Do not show them the name of the feeling. Invite volunteers to suggest the name of the feeling being illustrated. Introduce the words for each of the feelings shown and talk about the facial expressions shown on each of the feeling faces. Use the following questions to develop discussion and encourage the children to give reasons for their answers: - Does anyone recognise having this feeling? - Do our faces always show our true feelings? - Do people who say they ‘don’t care’ really not care? (Highlight that if people protest that they ‘don’t care’, that often means that they do!) -Does it make you feel better if you pretend?</th>
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| Strategies to help when feeling anxious | 1. Slow down - take some slow, deep breaths to calm the physical effects of anxiety. Practice together by breathing in for three seconds, holding for three seconds, then out for three.  
2. Play 5-4-3-2-1 - 5 things you hear, 4 you can see, 3 you can feel, 2 you can touch, 1 you can taste  
3. Positive mantra bracelet - place beads on a pipe cleaner with each one representing a positive affirmation for your particular worry (discuss with a friend if you have similar or different worries) Use prompt cards to help with ideas. Children to wear bracelet and when begin to feel anxious, catch those thoughts and touch each bead saying the positive phrase. |
| Plenary 5 minutes | Closure 5 minutes |
| Discuss what you have learnt about Anxiety?  
What did you find difficult?  
What did you find interesting? | ‘Pass the compliment’ – sit in a circle and go round and give a compliment to the person sat next to you (or throw/roll a ball to the next person). |
| Extension Activities / Home learning |  
MindShift helps you to earn how to relax, develop more helpful thinking, and identify active steps that will help you take charge of your anxiety.  
Dreamy Kid has meditation, guided visualization and affirmations for children & teens that teach mindfulness  
online program designed for children with anxiety  
Mental Health poster in class or around school |