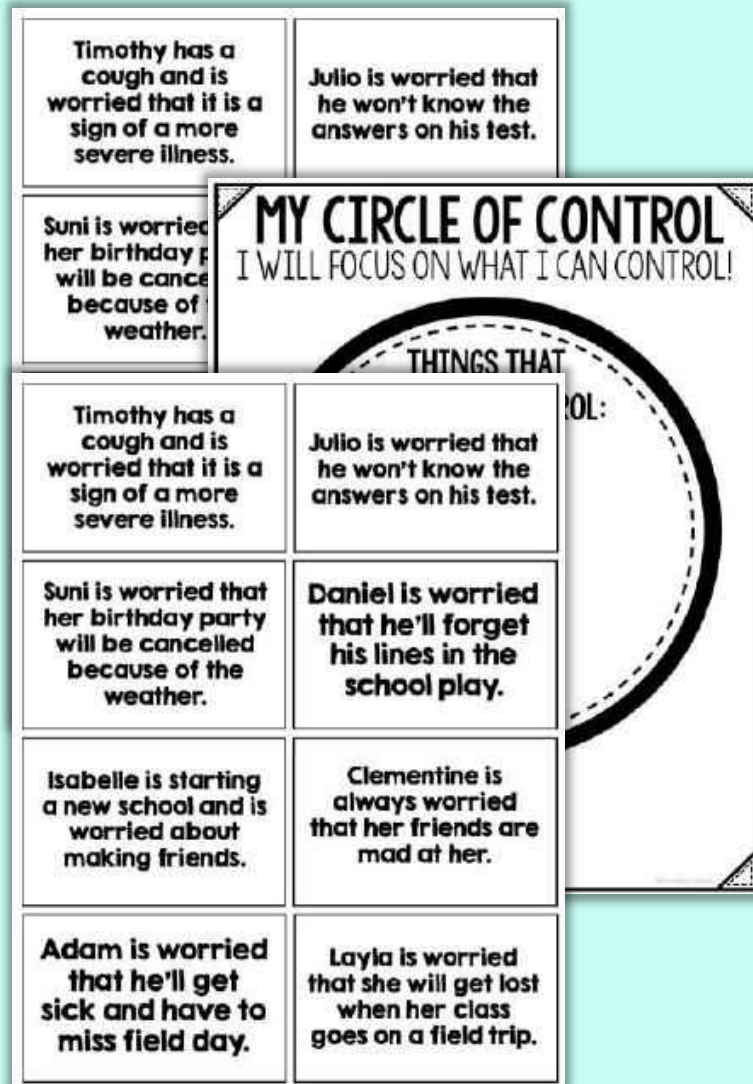


About This Resource:



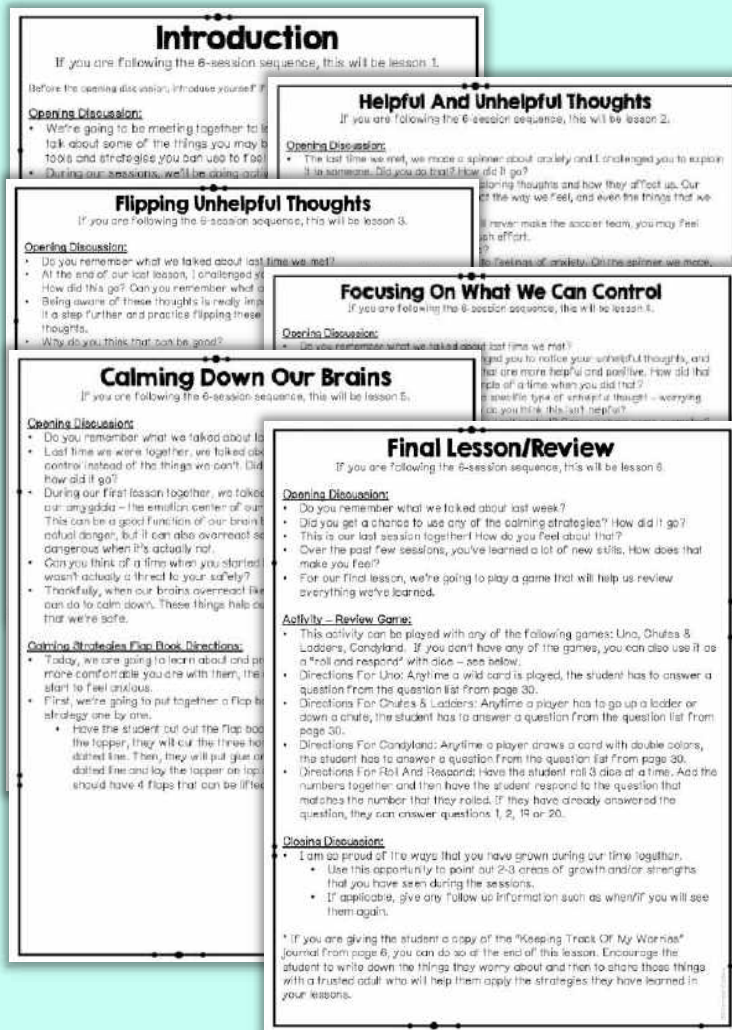
What Kids Will Learn:

- Kids will learn about anxiety and how they experience it.
- Kids will learn how to manage their anxious thoughts, as well as other strategies to help their bodies and brains feel calm.

How To Use:

- This resource was designed to use as a 6-session plan.
- The lessons can be adapted for use as stand-alone lessons.

What's Included:



This resource includes:

- Session Tracker
- Parent Handout
- Worry Tracking Sheet
- The following 6 lessons
 - Introduction
 - Helpful & Unhelpful Thoughts
 - Flipping Our Thoughts
 - Focusing On What We Can Control
 - Calming Down Our Brains
 - Final Lesson/Review

Keep scrolling for more details!

Parent Handout

This handout includes general information about anxiety, as well as strategies that families can use to support their kids.

ALL ABOUT ANXIETY

Anxiety is worries or fears that are frequent and overwhelming. The feelings don't have to be caused by something specific. People facing anxiety can also have physical symptoms like sweating, dizziness and difficulty sleeping.

QUICK INFORMATION:

- There are about 4.4 million children in the U.S. between the ages of 3-17 who have been diagnosed with anxiety.
- Anxiety can present itself in many ways. Children may feel stressed or panicked. They may have difficulty focusing or sleeping, and they may also feel physical effects like a stomachache or a headache.

TIPS FOR PARENTS:

- Talk to your child about how they are feeling. Help your child develop ways to cope with their anxious feelings like deep breathing, exercising, and using positive self talk.
- Manage your own anxieties. Different life circumstances can leave us all feeling anxious. Our kids can pick up on this, so it is important to keep your conversations age-appropriate and reassuring.

WHAT TO SAY:

- "I am here for you."
- "Let's work through this together. How can I help you?"
- "I know this is hard."
- "You are safe. I am here."
- "What is your worry telling you?"

RESOURCES FOR PARENTS:

- *Anxious Kids, Anxious Parents* by Reid Wilson and Lynn Lyons
- *What To Do When You Worry Too Much* by Dawn Huebner
- www.worrywisedad.com
- *Ground Up Brave* by Donna Pinsof

WHAT NOT TO SAY:

- "Stop worrying."
- "Get over it."
- "This isn't a big deal."
- "I don't understand what you're so worried about."
- "It's fine."

PICTURE BOOKS FOR KIDS:

- *Worrierly Worried* by Kevin Henkes
- *Wings from The Worry Machine* by Julia Cook
- *The Mega-Box Of Worrying* by Virginia Irons
- *Stir It Up* by Anthony Browne

Keeping Track Of My Worries

When you are feeling worried, write about your feelings using the prompts below. Try to notice any patterns in what you worry about, when you worry, or what happens before you feel worried.

Time/Day:	What I'm Worried About:	How Strong Is The Worry? (1-10)
What Caused Me To Feel Worried:	What Did I Do To Feel More Calm:	
Time/Day:	What I'm Worried About:	How Strong Is The Worry? (1-10)
What Caused Me To Feel Worried:	What Did I Do To Feel More Calm:	
Time/Day:	What I'm Worried About:	How Strong Is The Worry? (1-10)
What Caused Me To Feel Worried:	What Did I Do To Feel More Calm:	
Time/Day:	What I'm Worried About:	How Strong Is The Worry? (1-10)
What Caused Me To Feel Worried:	What Did I Do To Feel More Calm:	
Time/Day:	What I'm Worried About:	How Strong Is The Worry? (1-10)
What Caused Me To Feel Worried:	What Did I Do To Feel More Calm:	

Worry Tracking Sheet

Students will use this journal to write about their worries, identify the intensity of their worries, and process what happened before the feelings started.

Reflection Sheet

This sheet will help kids understand what makes them feel worried, how they experience worry, and what they do when they are worried.

Name: _____

My Worries - Reflection Sheet

Think about **how often** you worry about each of the things below. Write the number that matches your answer in the blank.

1-Never 2-Every Once in A While 3-Sometimes 4-Often 5-All the Time

<input type="checkbox"/> My health/safety	<input type="checkbox"/> What other people think of me
<input type="checkbox"/> The health/safety of others	<input type="checkbox"/> Failing/Making mistakes
<input type="checkbox"/> Schoolwork or grades	<input type="checkbox"/> Changes that are going to happen
<input type="checkbox"/> The weather or natural disasters	<input type="checkbox"/> Other: _____

Worries and problems are different for different people. Think about what it feels like when you are worried or anxious. Decide how often you have the following experiences when you're anxious. Write the number that matches your answer in the blank next to each experience.

1-Never 2-Every Once in A While 3-Sometimes 4-Often 5-All the Time

<input type="checkbox"/> I have a hard time focusing	<input type="checkbox"/> I don't want to eat
<input type="checkbox"/> My stomach hurts	<input type="checkbox"/> I can't enjoy things I usually enjoy
<input type="checkbox"/> I get quiet	<input type="checkbox"/> My heart beats fast
<input type="checkbox"/> I don't sleep well	<input type="checkbox"/> Other: _____

Our thoughts and feelings can affect our actions. Look at the actions below and decide how often you do them when you feel anxious or worried. Write the number that matches your answer in the blank next to each action.

1-Never 2-Every Once in A While 3-Sometimes 4-Often 5-All the Time

<input type="checkbox"/> I am mean to others	<input type="checkbox"/> I stay away from friends/family
<input type="checkbox"/> I don't do the things I need to do	<input type="checkbox"/> I do something fun to distract myself
<input type="checkbox"/> I talk or write about how I feel	<input type="checkbox"/> I plan, clean or organize
<input type="checkbox"/> I go to sleep	<input type="checkbox"/> Other: _____

Remember to take care of your worries by making the school weeks _____

Name: _____

Session Tracker

Directions: Cut out the squares at the bottom of the page. Each time you finish a session, glue the square into the corresponding space.

SESSION ONE COMPLETE! 	SESSION TWO COMPLETE! 	SESSION THREE COMPLETE! 
SESSION FOUR COMPLETE! 	SESSION FIVE COMPLETE! 	SESSION SIX COMPLETE! 

Session Tracker

Use this sheet as a way to visually remind students which sessions have been completed and which sessions are still coming up.

Lesson 1: Introduction

THE OBJECTIVES:

- Students will better understand how they experience anxiety.
- Students will learn more about what is happening in their brains and bodies when they feel anxious.

THE ACTIVITIES:

- The student and instructor will work together to complete a reflection sheet.
- The student will put together a spinner as they explore what happens in their brains/bodies when they feel anxious.

Introduction

If you are following the 6-session sequence, this will be lesson 1.

Before the opening discussion, introduce yourself if the student doesn't already know you.

Opening Discussion:

- We're going to talk about stress and anxiety.
- During our time together, we can manage our stress and anxiety.
- What questions do you have?
- Today, we're going to understand what happens in our brains and bodies when we feel anxious.

Directions For Student:

The student will fill out one page of answers, notes, and questions. You can also ask them questions. Once you are done, you can show your work to the instructor.

Introduction (Cont'd)

If you are following the 6-session sequence, this will be lesson 1.

Activity - All About Anxiety Spinner:

- Now that we've talked some about how you experience anxiety, let's talk more about what anxiety is, and what happens in our bodies when we are feeling anxious.
- Feeling anxious or worried can be scary, overwhelming. Then, sometimes, when we feel this way, it can cause us to understand more about what's happening in our brains and bodies.
- Now, we're going to put together a spinner that will help you understand different parts of the anxiety process.

Directions For Student:

- Help the student print out the spinner (color) or 13 (B/W).
- The first thing that leads to anxiety doesn't have to be an event, fear, etc.
- Can you think of something that happens to you when you are anxious?
- Once that happens, you start to feel like you are in danger and think it has to do with you. Your brain is trying to protect you, your heart is trying to give you the energy you need to get away from there.
- Have you ever heard of a panic attack?
- If you've experienced a panic attack, at this stage, you experience the physical symptoms, such as difficulty breathing, or difficulty concentrating.
- Do any of these sound familiar?
- Thankfully, if we notice our bodies and our brains about these tools and we use them, we can feel more in control.

Opening Discussion:

- During our time together, we can manage our stress and anxiety. This is a challenge, but we can do it. What did you learn today?
- Your challenge this week is to notice when you are feeling anxious and someone else will help you.

Spinner Base Sheet

YOU CAN CALM DOWN
You can take deep breaths and use other calming strategies to relax your body and calm your brain.

SOMETHING HAPPENS
You have a thought, you see something, you remember something, etc.

YOUR ANXIETY SENSES DANGER
It wants to protect you from harm.

HORMONES ARE RELEASED
Your brain releases hormones like cortisol and adrenaline.

YOUR BODY REACTS
Your body responds with increased heart rate, blood pressure, and faster breathing.

YOU CAN CALM DOWN
You can take deep breaths and use other calming strategies to relax your body and calm your brain.

Lesson 2: Helpful And Unhelpful Thoughts

THE OBJECTIVES:

- Students will understand the difference between helpful and unhelpful thoughts.
- Students will identify the unhelpful thoughts they experience most often.

THE ACTIVITIES:

- The student and instructor will play a game to identify the difference between helpful and unhelpful thoughts.
- The student will sort the “unhelpful thought” cards based on how often they experience them.

Helpful And Unhelpful Thoughts
If you are following the 6-session sequence, this will be lesson 2.

Opening Discussion

- The last time we met, we made a spinner about anxiety and I challenged you to explain it to someone. Did you do that? How did it go?
- Today, we're going to record the reactions, thoughts and how they affect us. Our thoughts are...
- For example, Fritztraud, a...
- Can you think...
- The thoughts the first thing...
- Some of our thoughts...
- Today, we're helpful and u...

Directions:

- To prep the c...
- To play, folo...

Follow-Up Discus

- Can you think...
- If dead...
- Let's look at...
- For this...
- Once th...
- That the...
- For soe...
- have th...
- As we've see...
- change them...
- going to prod...
- Until we mee...
- notice a nega...
- Try not to ge...
- Next week, w...

Helpful Or Unhelpful Thought? Card Game Directions

To begin, deal out all of the cards – each player should have the same amount of cards. Then, take turns rolling a dice. Players will lay down a card according to what they rolled. If they want to, they can swap cards with their neighbor on their turn. The first player to get a helpful thought wins.

- If you roll a 1, you lay down a helpful thought.
- If you roll a 2-3, lay down an unhelpful thought.
- If you roll a 4-5, lay down a helpful thought.
- If you roll a 6, lay down an unhelpful thought.

I am safe.	I will do my best, and that is good enough.	I have made it through all of my hard days.	I know I will mess this up.	What if something terrible happens?
I won't feel this way forever.	Something is wrong with me because I feel this way.	This is too much. I can't handle it.	Everyone is going to laugh at me.	I should have done better.
	I'm the only person who is worried about this.	This won't end well.	If I were different, this would be better.	I am stuck. There is nothing I can do.

Lesson 3: Flipping Unhelpful Thoughts

THE OBJECTIVE:

- Students will practice turning unhelpful thoughts into helpful ones.

THE ACTIVITIES:

- The student will look at the “unhelpful thought” cards from lesson 2 and will write a positive thought they could have instead.
- The student and instructor will play a matching game to pair the unhelpful thought with the matching helpful thought.

Flipping Unhelpful Thoughts
If you are following the 6-session sequence, this will be lesson 3.

Opening Discussion:

- Do you remember what we talked about last time we met?
- At the end of our last lesson, I challenged you to notice your unhelpful thoughts. How did this go? Can you remember what any of your unhelpful thoughts were?
- Being aware of these thoughts is really important, but today we are going to take it a step further and practice flipping these unhelpful thoughts into helpful thoughts.
- Why do you think that can be good?

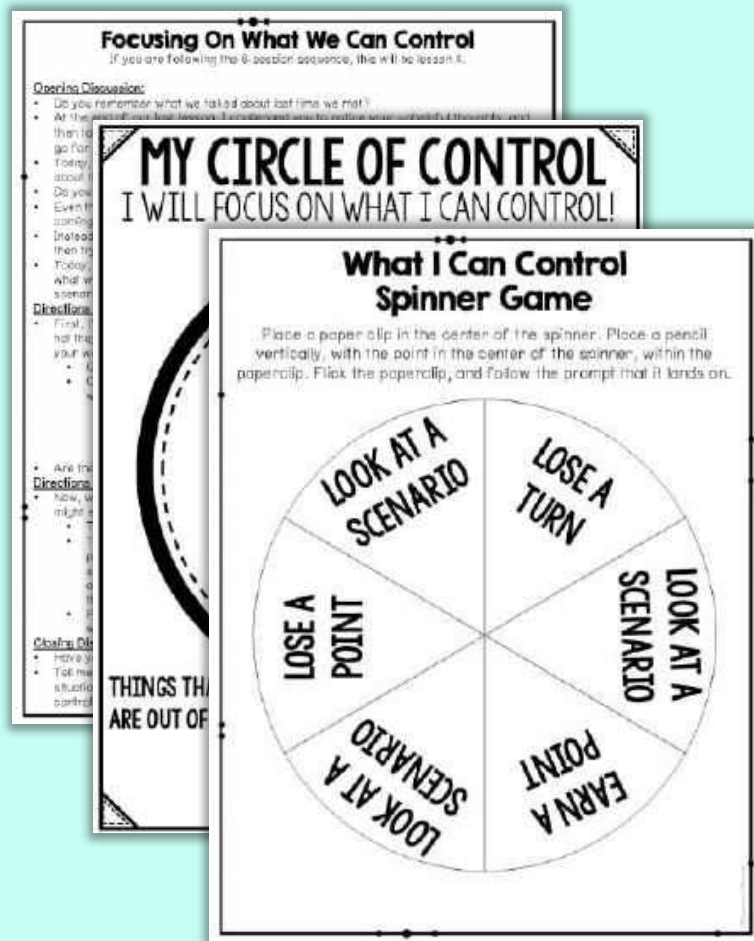
Helpful & Unhelpful Thoughts Matching Game Directions:

- To help us practice this idea, we're going to look at the unhelpful thoughts that were in our game from the last time we met.
 - Bring out the "unhelpful thought" cards from lesson 2. If you don't have them, print out the cards from page 17. *The first two cards on this page are examples of helpful thoughts, so you won't need them in this lesson*
 - Also get out the blank cards from page 18. *You'll only need 10 of the 12 cards*
 - The student will look at each "unhelpful thought" example, and will come up with a "helpful" thought that they could replace it with. Write the helpful thought on one of the blank cards.
 - Once all of the unhelpful thought cards have a corresponding helpful thought card, mix up the cards to play a matching memory game.
 - For the game, place all of the cards face down on a table. Take turns flipping over two cards at a time. The goal is to find a match of an unhelpful thought card, and the helpful thought card that goes with it. If a player finds a match, they get to keep those two cards. At the end of the game, the person with the most matches wins.

Follow-Up Discussion:

- How do you think things would be different if you were able to flip your unhelpful thoughts into helpful ones?
- Before we meet next time, I want you to try this out on your own! When you notice that you have unhelpful thoughts, try to flip them into something more helpful. Then, next time we meet, we will talk about how that went.

Lesson 4: Focusing On What We Can Control



THE OBJECTIVE:

- Students will identify what they can control and what they can't control.

THE ACTIVITIES:

- The student will fill in a worksheet with examples of what they can and can't control.
- The student and instructor will play a game that involves looking at scenarios and deciding which things in the scenario can be controlled, and which things can't.

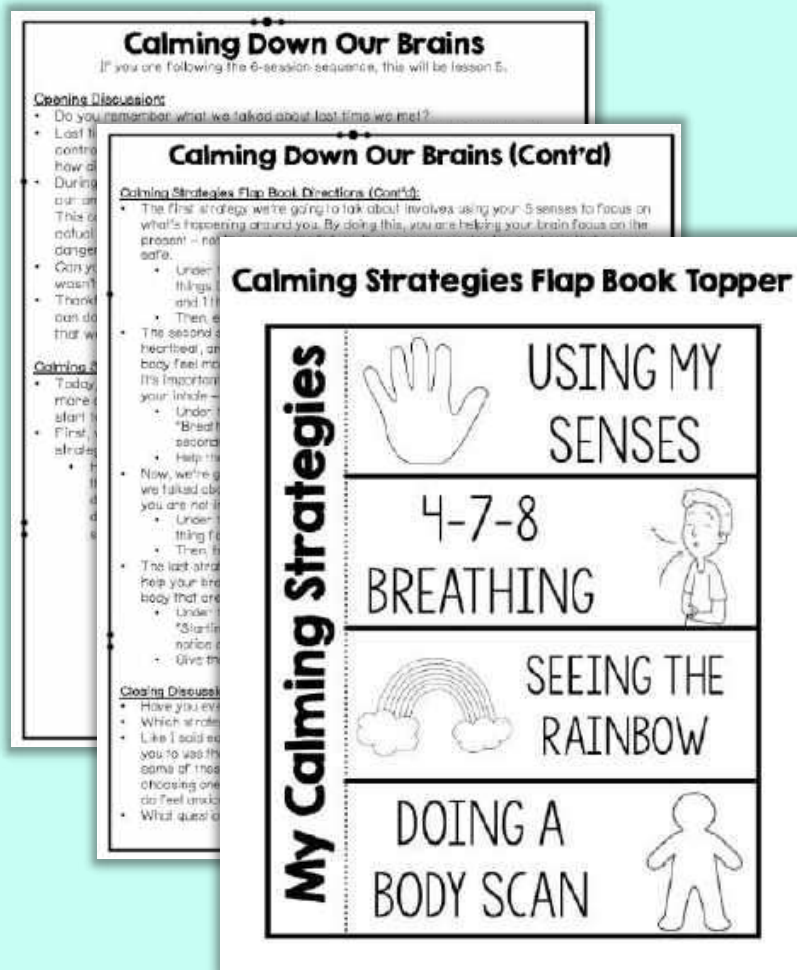
Lesson 5: Calming Down Our Brains

THE OBJECTIVE:

- Students will learn about and practice different calming strategies.

THE ACTIVITY:

- The student will put together a flap book that explains different calming strategies.
- While they are doing this, they will also practice each strategy.



Lesson 6: Final Lesson/Review

Final Lesson/Review
If you are following the 6-session sequence, this will be lesson 6.

Opening Discussion:

- Do you remember what we talked about last week?
- Did you get a chance to use any of the calming strategies? How did it go?
- This is our last session together! How do you feel about that?
- Over the past few sessions, you've learned a lot of new skills. How does that make you feel?
- For our final lesson, let's review everything we've learned.

Activity – Review

- This activity is a review of the Ladders, Coping, and Roll and Breathe activities.
- Directions For the question from the Ladders activity, see page 30.
- Directions For the student handout, see page 31.
- Directions For the numbers together activity, see page 32.

Closing Discussion:

- I am so proud of you for completing this course.
- Use this course as a reminder of the skills you have learned.
- If applicable, practice these skills again.

* If you are giving a journal from page 33, please have the student write down a trusted adult to talk to about your lessons.

Worry And Anxiety Review Questions

1. Before we started meeting together, what was something you worried about?
2. What does your body feel like when you're worried?
3. What do you do when you feel worried?
4. Why can it be helpful to understand what is happening in your brain and body when you feel anxious?
5. Explain what happens in your brain and body when you are feeling anxious.
6. Give an example of an unhelpful thought.
7. Give an example of a helpful thought.
8. Why is it good to change your unhelpful thoughts into helpful ones?
9. What is an unhelpful thought you've had recently? What is a helpful thought you could have instead?
10. Why is it important to focus on what we can control?
11. What is something you worry about that is out of your control?
12. Name 3 things you can't control.
13. Name 3 things you can control.
14. Why can it be helpful to take deep breaths?
15. Name and practice one strategy you can use to calm down your brain and body.
16. What is one thing you can tell yourself when you are starting to feel anxious?
17. How will things be better for you if you don't feel as worried?
18. Who is someone who could help you when you are feeling anxious?
19. What are 2-3 things you will start doing differently?
20. What questions do you still have?

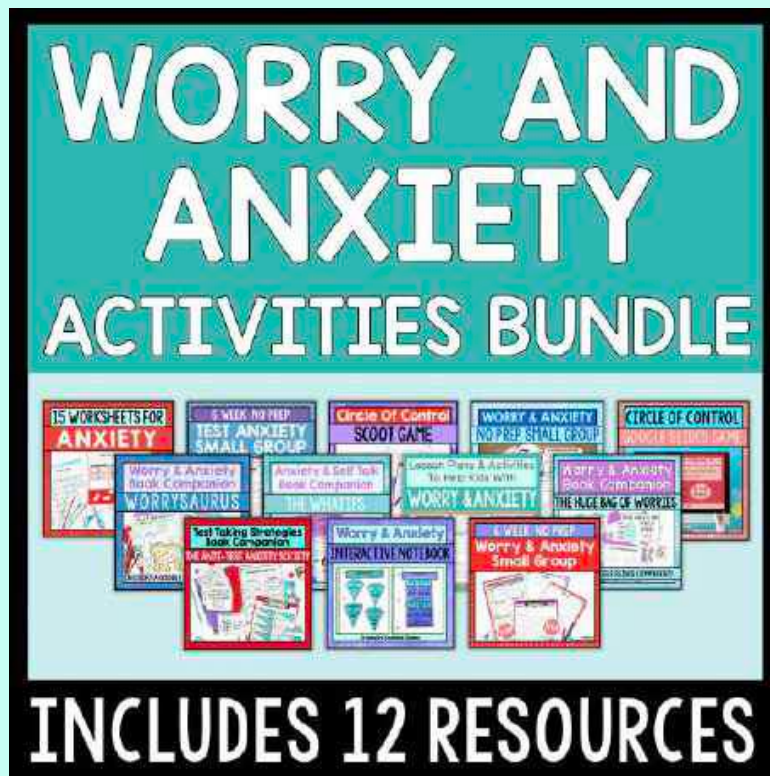
THE OBJECTIVE:

- Students will review concepts learned in the previous sessions.

THE ACTIVITY:

- The student and instructor will play a game to discuss and review the concepts learned in the previous sessions.

HELPING KIDS WITH ANXIETY? BUNDLE & SAVE!



These activities are part of a bundle that includes 12 resources focused on worry and anxiety.

They will help your students better understand their worry and anxiety, learn to recognize it, and develop positive coping skills they can use to handle their anxious feelings.

SEE THE BUNDLE HERE