**Positive Psychology**

**Resource Pack:**

**Managing Anxiety**



****

**A picture containing drawing

Description automatically generatedIntroduction to Lesson:**

This lesson will focus on understanding the feeling of anxiety in the body and mind and provides some strategies that can be used to help manage these feelings. It will explore anxiety with the opportunity for pupils to have a go at practicing some useful strategies.

**Relevant Experiences and Outcomes:**

* *I am aware of and able to express my feelings and am developing the ability to talk about them*
* *I know that we all experience a variety of thoughts and emotions that affect how we feel and behave and I am learning ways of managing them.*
* *I understand that my feelings and reactions can change depending upon what is happening within and around me. This helps me to understand my own behaviour and the way others behave.*
* *I am developing my understanding of the human body and can use this knowledge to maintain and improve my wellbeing and health.*

**Learning Intentions and Success Criteria:**

Learning Intentions:

By the end the lesson I will learn about what anxiety is and some things I can do when I feel this way.

Success Criteria:

I will have been successful if I can:

* Understand how thoughts, feelings and behaviours work together.
* Explain how anxiety might impact different areas of my body.
* Know some things I can do when I feel anxious.



**Video Clip**

The video from Childline is a good introduction to understanding anxiety:

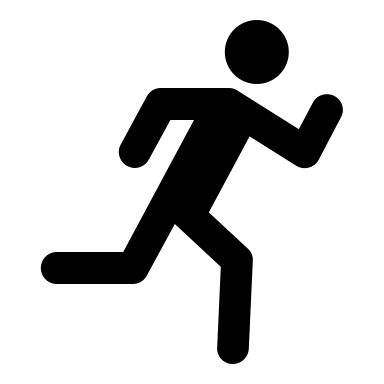
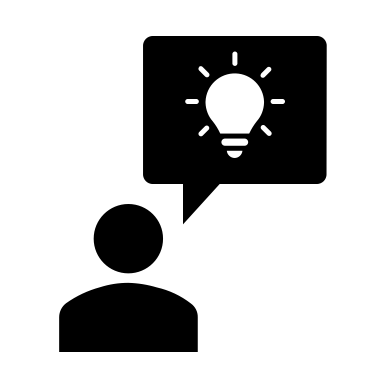
Link to YouTube video: (1min 33 secs)

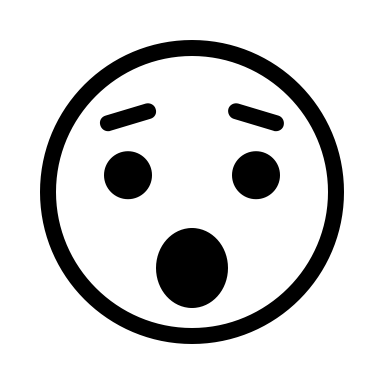
<https://youtu.be/pvM_TtQi9DU>

*Suggested use:*

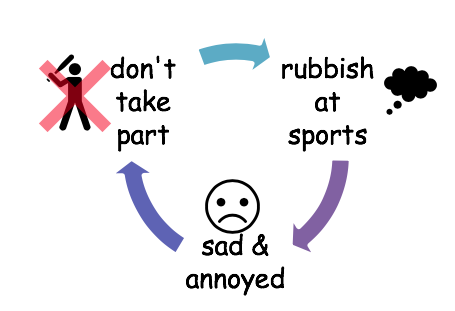
*It might be a good idea to ask pupils to write down any questions they have about anxiety. These can be checked at the end of the lessons to make sure everyone’s questions have been answered.*

The image below shows how what we **THINK** changes how we **FEEL** which then changes how we **BHEVAE**.





**For example**: If you think that you are rubbish at sports, you might start to feel sad or annoyed, so you decide not to take part in the game.





**Activity: Tick the box to decide if these descriptions are a thought, feeling or a behaviour.**

Worksheet: Thoughts, Feelings and Behaviours 1



**Activity: Try and fill in the blanks for these thought, feeling and behaviour examples.**

*This can be done as a think, pair, share activity. This gives an opportunity to discuss how people think, feel and behave differently.*

Worksheet: Thoughts, Feelings and Behaviours 2

Worksheet: Thoughts, Feelings and Behaviours 1

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Description** | | **Thought** | **Feeling** | **Behaviour** |
| **1** | Stressed |  |  |  |
| **2** | I’ve tried really hard today |  |  |  |
| **3** | I’m no good at this |  |  |  |
| **4** | Shout at your friend |  |  |  |
| **5** | I’m not going to get to go out tonight |  |  |  |
| **6** | Grumpy |  |  |  |
| **7** | Wriggling on chair |  |  |  |
| **8** | This is too easy |  |  |  |
| **9** | Bored |  |  |  |
| **10** | Tap fingers on table |  |  |  |
| **11** | Surprised |  |  |  |
| **12** | Scribble on paper |  |  |  |
| **13** | Chat to friend |  |  |  |
| **14** | Everyone knows how to do this except me |  |  |  |
| **15** | Unsure |  |  |  |

Worksheet: Thoughts, Feelings and Behaviours 2

|  |  |  |
| --- | --- | --- |
| **Thought** | **Feeling** | **Behaviour** |
| I’ve not had a turn on the computer all day! | Annoyed |  |
|  |  | Throwing homework in the bin |
| I never win at this game |  |  |
|  | nervous | Don’t go to school |
|  |  | Ask for help |
|  | excited | Turn up early |
| I can’t believe I finally did it |  |  |
|  | angry |  |

**Video Clip**

Watch this video clip about how the body’s fight, flight or freeze response.

Link to video clip: (2 mins 12 secs)

<https://youtu.be/FfSbWc3O_5M>

*Suggested use:*

*Allow pupils to respectfully discuss how their body reacts when they feel anxious, or any other emotion.*

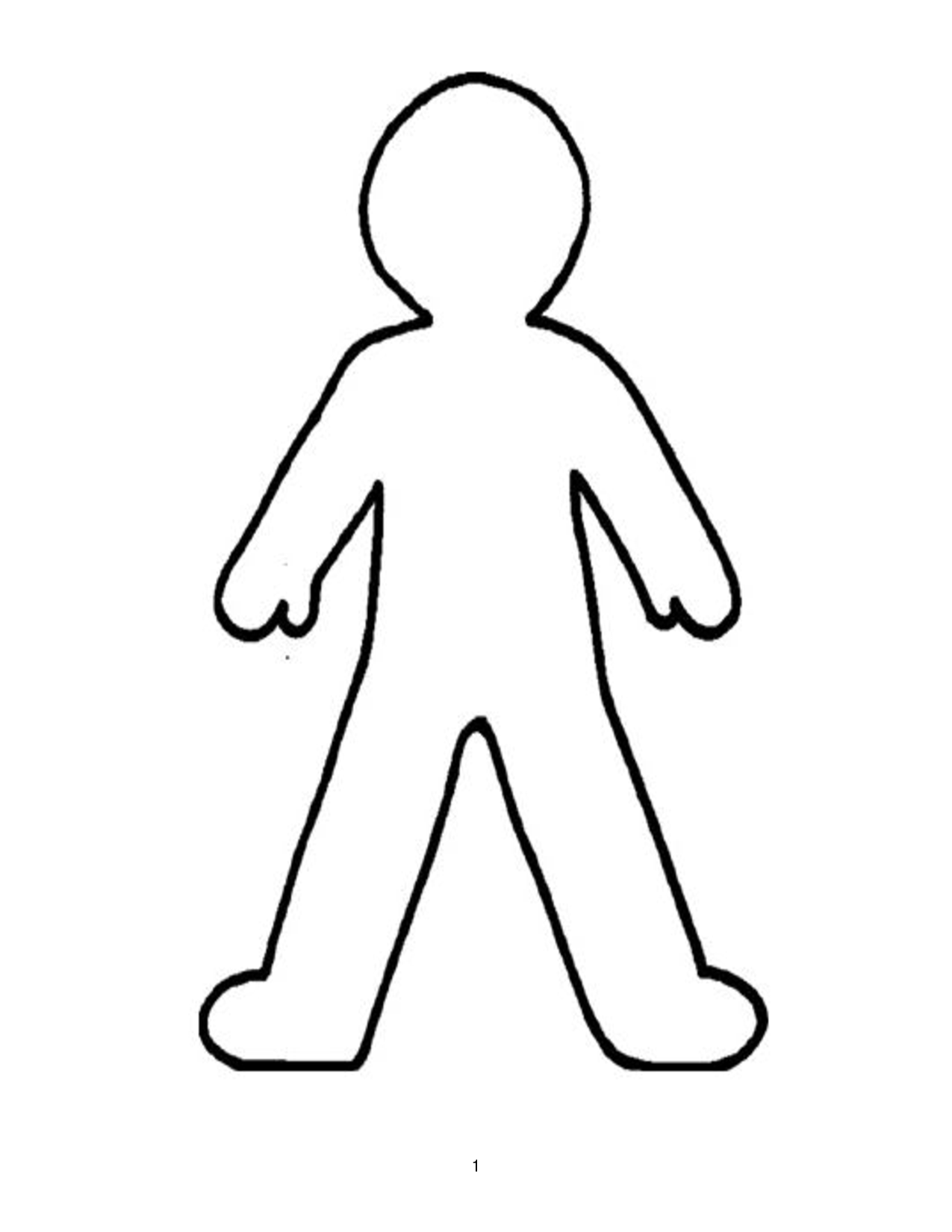
****

**Activity: Draw on the body outline, where we might feel anxiety.**

*This activity can be adapted to look at other emotions such as anger or excitement.*

Worksheet: Anxiety and the Body

Worksheet: Anxiety and the Body



**Video Clip**

Watch this video clip of an A-Z of coping strategies.

Link to video (4 mins 18 secs)

<https://www.youtube.com/watch?v=5EXpkVw3fh0>

*Suggested use:*

*Ask pupils to discuss which of these strategies is their favourite, or if they have any ideas that weren’t mentioned.*

*Pupils could design a poster of a strategy for each letter of the alphabet and make a wall display.*

****

**Activity: Try out the body scan activity suggested from the Mindfulness Resource Pack:**

Link to video: (5 mins 18 secs)

<https://youtu.be/-ZxF09UOd9w>

****

**Activity: Start a journal to write down how you are feeling. Use this to notice any patterns about what makes you happy/annoyed/anxious etc.**

*Suggested use:*

*Pupils could have set times in the day when they are encouraged to write in their journal. They could also add to it in their own time.*

*E.g. 5 mins in the morning, after lunch and before they leave school.*

Worksheet: Daily Journal

**Exercise**

Exercise is really helpful for our bodies in lots of ways. It helps to lower the risk of long-term health conditions, boosts your mood and helps you sleep better. Your heart is a muscle. When you exercise, it pumps faster, making it stronger.

You also breathe faster when you exercise. This allows you to take in more oxygen, which gets sent to the muscles you are using, through the blood. When you are active, your brain produces chemicals called ENDORPHINS. This chemical helps you to feel happy and reduces pain. Exercise also reduces stress hormones in the body such as CORTISOL. That is why exercise is helpful when you are feeling sad, anxious or stressed.

Experts recommend AT LEAST 30 minutes of exercise EVERY DAY. You can do this in one go, or in short bursts.

****

**Activity:** **Set a timer and make a list of all the different ways you could get exercise. For example: netball, swimming, skipping.**

*Suggested use:*

*This could be done individually, in pairs or groups.*

***Extra****:*

*Pick your top 3 or 5 activities/exercises and plan how you can fit these into your week.*

*Did everyone do some sort of exercise yesterday? Remember, the best kind of exercise is the ones which raise the heart rate, make you breathe faster, and feel warmer.*

*More information and examples can be found on the NHS website:* [*https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/*](https://www.nhs.uk/live-well/exercise/physical-activity-guidelines-children-and-young-people/)

**Eating**

Eating the right foods can also help you feel better.

Our bodies tend to want sugary foods when we are stressed because these foods give us lots of energy. We need energy when we are stressed because our body is using it up so quickly. But the energy from these foods doesn’t last for long.

So really, we should we trying to eat foods that give us energy that lasts.

**Too much sugar/caffeine can increase anxiety.**

**Too many carbohydrates can make us feel tired.**

**Activity**

*In teams, make a poster about the importance of eating healthy OR exercising on how you feel.*

*Each person in the team should have a role:*

* *Team captain*
* *Researcher*
* *Time keeper*
* *Creator*

*Suggested use:*

*Pupils could focus on the following things:*

* *Healthy snacks/meals*
* *Examples of exercise*
* *How you would feel if you didn’t do these things*

****

**Activity: Pupils can create their own coping strategies bag.**

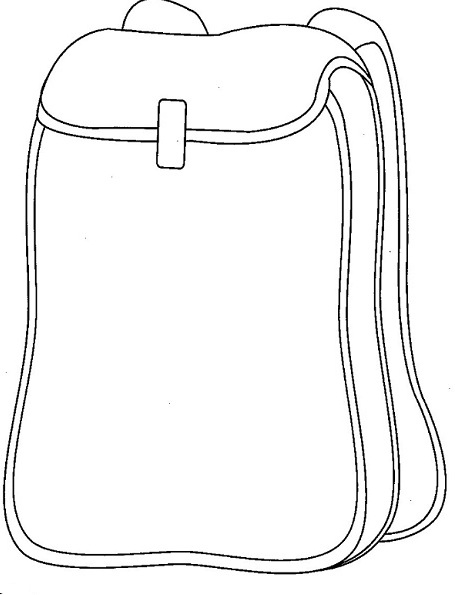
Pupils should be encouraged to design this to suit them by drawing/writing things they can do when they are feeling anxious/angry/stressed etc.

Worksheet: My Coping Strategies

Worksheet: Daily Journal

|  |  |
| --- | --- |
| **Date** | **Thought/Feeling/Behaviour** |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |
|  |  |

Worksheet: My Coping Strategies



Coping Strategies