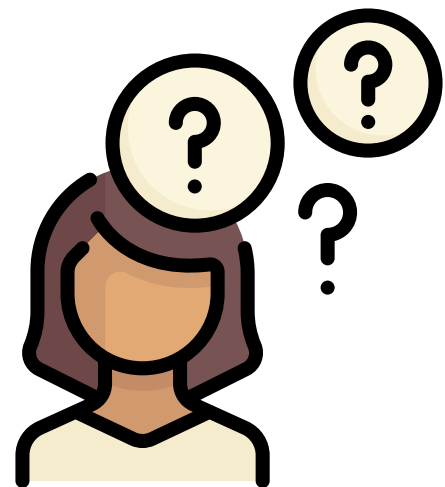


KS2 Managing anxiety

A child's guide on how to understand and cope with fears and worries.



What you'll find in this workbook

Introduction	3
Session One: What is worry and anxiety?	6
Session Two: The vicious cycle of anxiety	11
Session Three: What happens in the body?	16
Session Four: Unhelpful thinking habits	22
Session Five: Being kind to yourself	26
Session Six: Facing our fears	32
Session Seven: How to worry less	39
Session Eight: Helpful tips	46
Session Nine: Keeping it going	53

Introduction

Everyone feels anxious from time to time and this can affect different areas of our lives. This workbook will help you learn about why people experience anxiety and understand what it is. The workbook will also help you to notice your anxious thoughts and feelings and help you to challenge these, with activities and ideas to learn new anxiety busting skills!

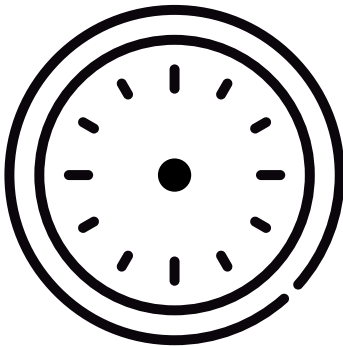
To help you become a super anxiety buster each session of the workbook will include some activities you can do at home. There are no right or wrong answers, and you can ask an adult to help you if you don't understand anything!



Exercise one:

Complete the 'My Workbook Plan' below to plan when you are going to complete the take home tasks.

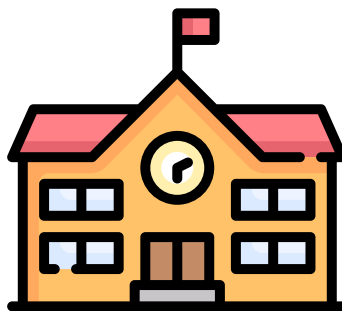
I will work on my tasks at this time:



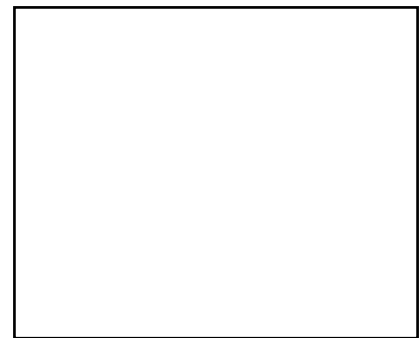
Where will you be?



Home

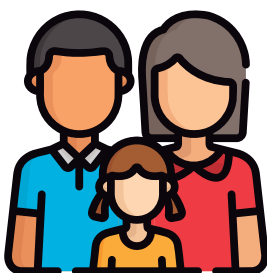


School

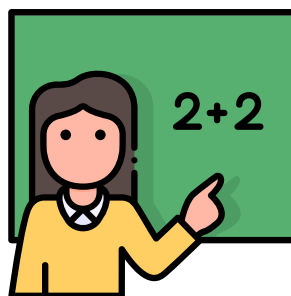


Somewhere else
(draw a picture in the box above)

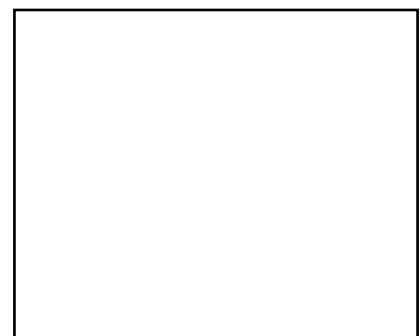
Where will you be?



My family



My teacher



Anyone else
(draw a picture in the box above)

Keeping track

At the start of each session, you will be asked to rate how you have been over the past week for different parts of your life. You will score your mood, school, friendships and home. If you score an area 0 it will show that the area has been really difficult for you that week, a score of 10 would show that you have had no problems in the area.

You can also rate your anxiety level each week. Using the thermometers, every week you can colour in your anxiety rating from 0-10 with 10 being the most anxious you could feel - this will help you keep track of any changes!



10

9

8

7

6

5

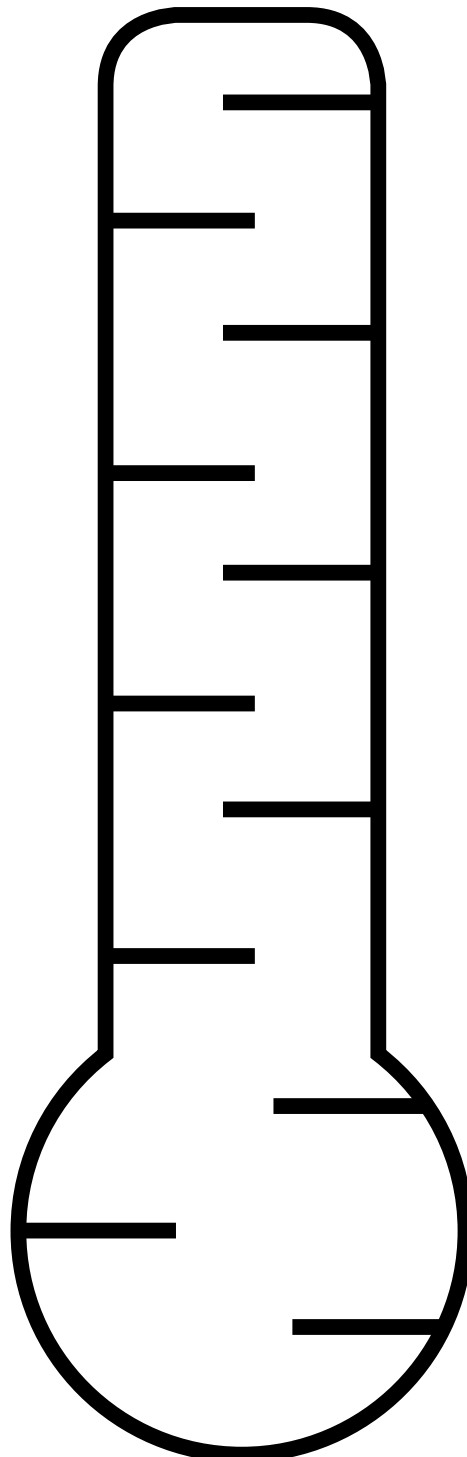
4

3

2

1

0



10:
Happy & Calm
Feeling great

5:
Felt a little uneasy
during the week

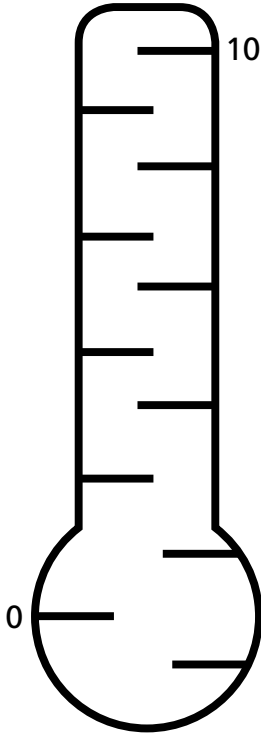
0:
Very anxious -
This week has been hard



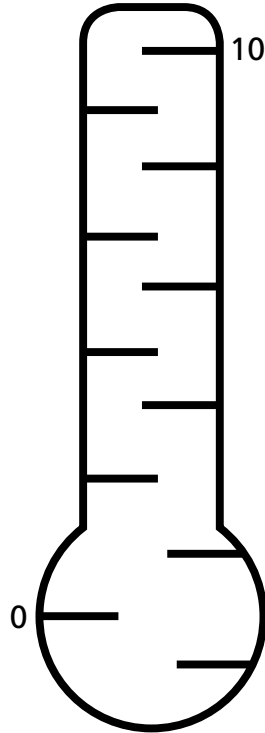
My anxiety levels

Colour in your anxiety levels on the thermometers below each week.

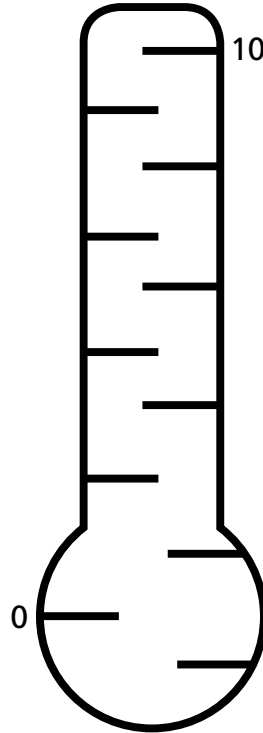
Week 1



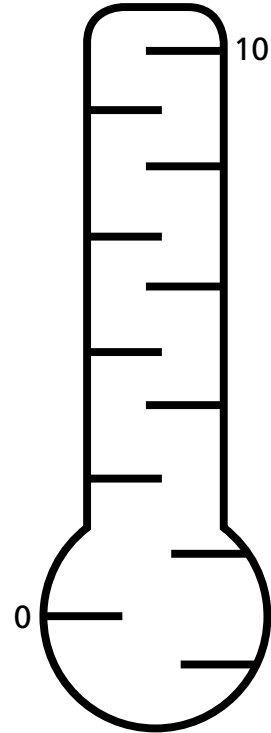
Week 2



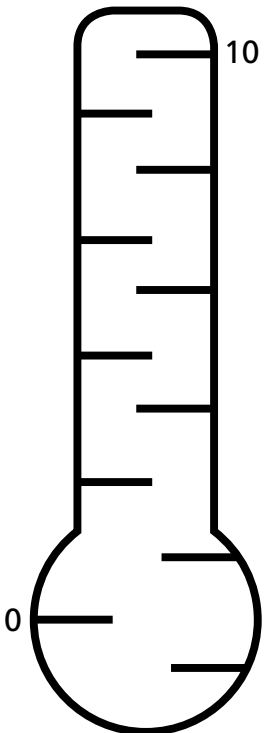
Week 3



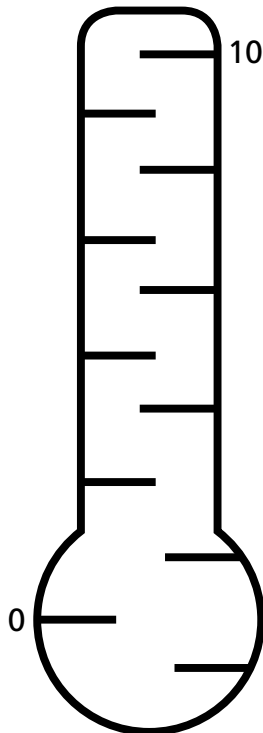
Week 4



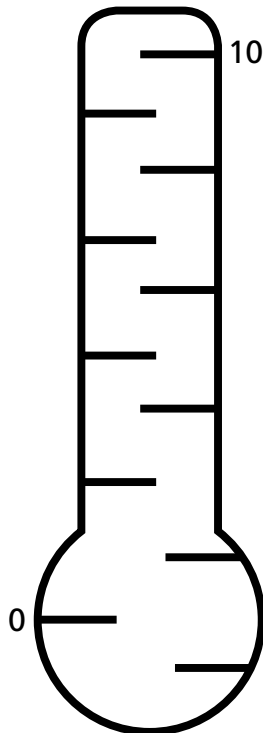
Week 5



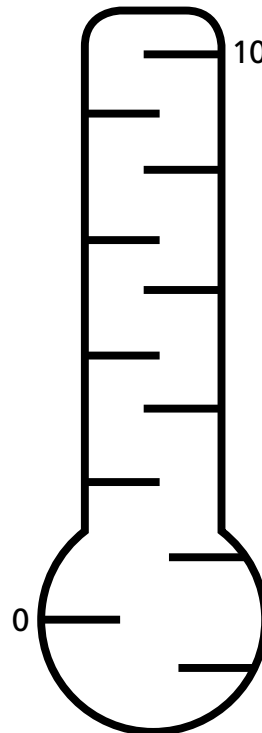
Week 6



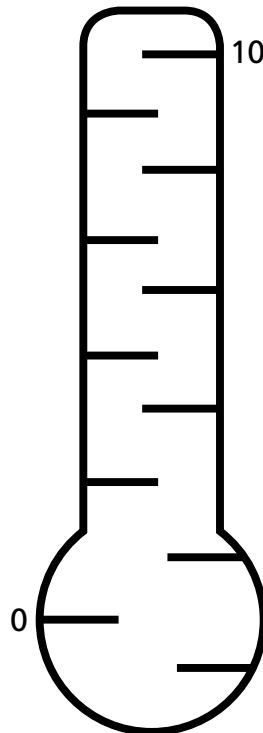
Week 7



Week 8



Week 9



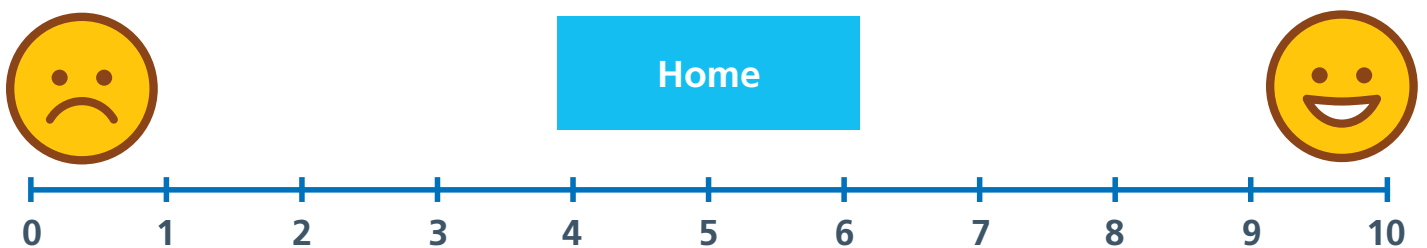
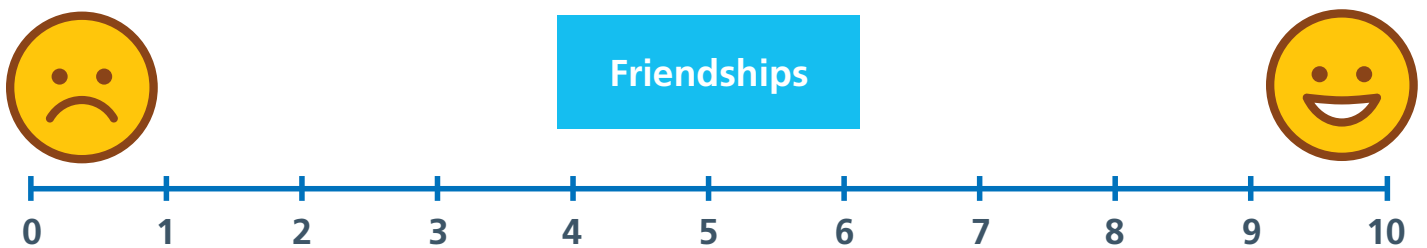
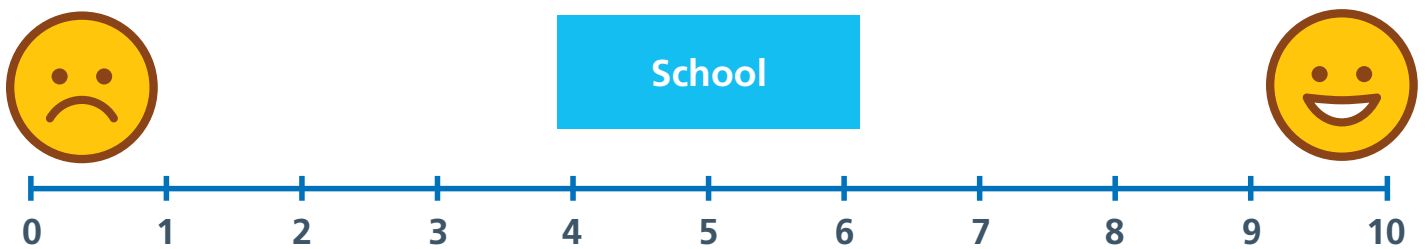


Session One:

What is worry and anxiety?

How am I feeling today?

Out of 10 (10 being very happy and 0 being not happy at all) rate your mood and how you are feeling about school, friendships, and home.



It is important that when starting this workbook, we recognise that sometimes we all feel anxious or worried, and that is normal. Anxiety can make us feel nervous, on edge or scared and may happen more often in certain situations.



Exercise two: Describing my anxiety

Anxiety can look different for everybody. Anxiety is a normal feeling that everyone feels, especially when we step out of our comfort zone. It can be hard to control and can make it tricky to do certain things!

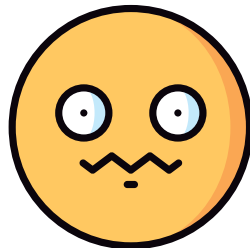
Take a moment to use the space below to write or draw how anxiety feels for you.

This could include things such as different words, feelings, pictures, or colours.

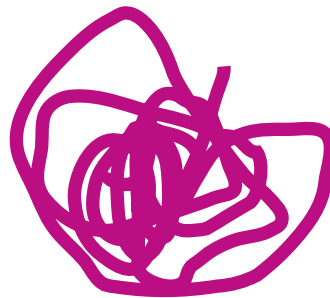
Take a look at the examples below:



Heart beats really fast



I get nervous



My mind races and my tummy is in knots



I need the toilet

Now have a go yourself:

Anxiety can make our feelings seem really big and sometimes even scary, you may feel frightened or nervous! These big feelings may happen more at certain times of the day or when you do certain things. Sometimes these feelings are helpful and can warn us when we are in danger but they can also happen when we are safe and might stop you from having fun. Let's begin by looking at how anxiety can keep us safe, as well as stop us doing things.



Exercise three: Let's take a look at some examples

1. This is James. He likes to swim and practices every week. James has been learning to swim in the small pool and is doing so well his teacher says he is ready to move to the bigger pool. James wants to swim further but he is scared about being able to swim in a deeper pool. James is so worried that he tells his Dad he wants to stop swimming lessons.



What could James be thinking?



How could these thoughts make James feel?



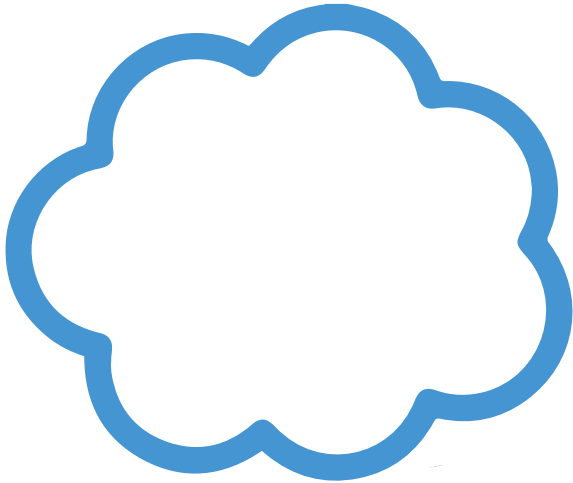
Are James' thoughts and feelings helpful? Why?



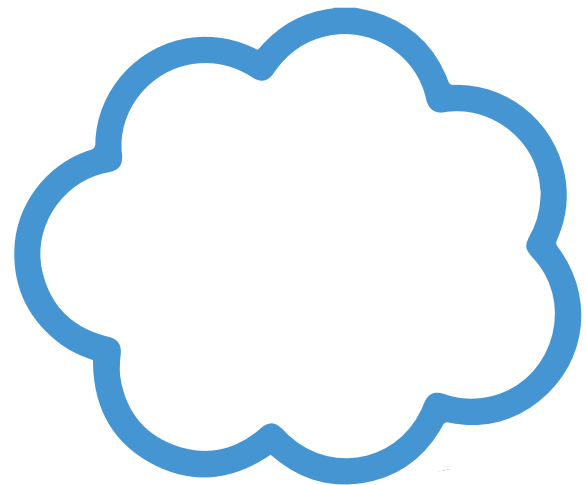
2. Charlotte is starting a new school, she does not know anyone in her new class and is worried about the change. On the morning of her first day Charlotte has a tummy ache, she tells her mum she is too poorly to go to school and wants to stay at home.lessons.



What could Charlotte be thinking?



Are Charlotte's thoughts and feelings helpful? Why?



Why do you think Charlotte has a tummy ache?



Anxiety is a natural response. It can keep you safe and warn you of any danger.

Sometimes it can feel too scary and make it difficult to relax or think clearly.



Too much anxiety can stop you from doing what you want to do.



Take home task: What makes me feel anxious?

- Can you think of times where you have felt anxious or worried?
- These may be times when anxiety has kept you safe or times when it has been unhelpful and has made things harder for you, or stopped you doing something you wanted to do.
- Write your examples below:



Anxiety helped me when...



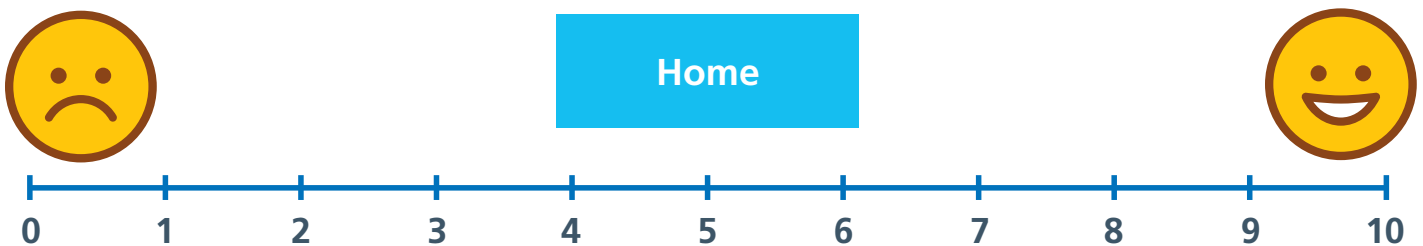
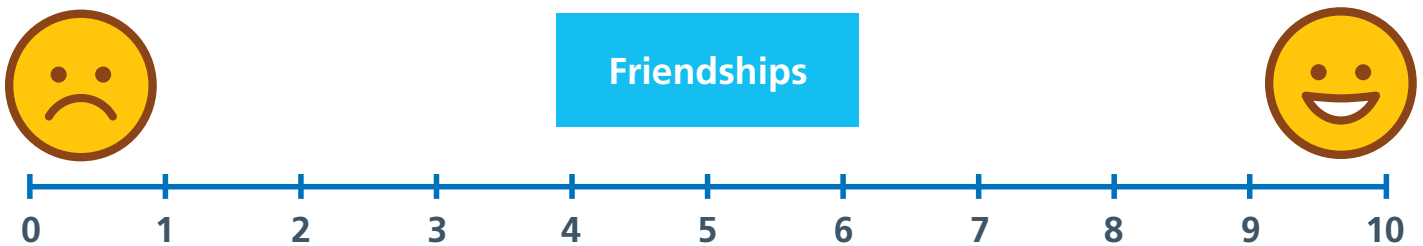
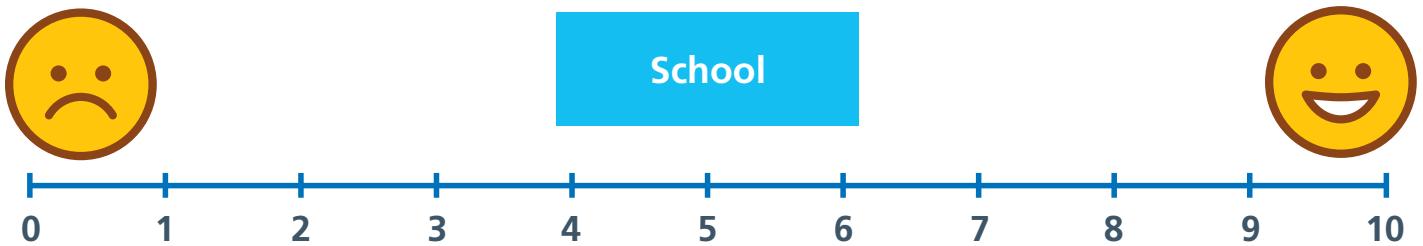
Anxiety didn't help me when...



Session Two: The vicious cycle of anxiety

How am I feeling today?

Out of 10 (10 being very happy and 0 being not happy at all) rate your mood and how you are feeling about school, friendships and home. Remember to go back to the start of the workbook to colour in your anxiety thermometer!



The vicious cycle of anxiety

It can be really helpful to learn how what we think, how we feel and what we do are connected. The cycle of anxiety is a way of understanding what happens when we are in difficult situations. It can help us to know what happens and how we can get 'stuck' in a cycle of not knowing how to stop feeling anxious.

This works differently for everybody!



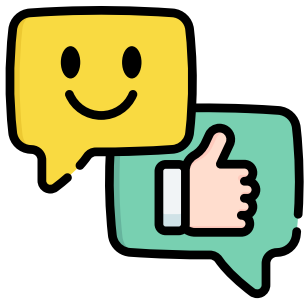
Thoughts...

...are the things we say to ourselves in our head. We can have many different thoughts and they can happen without us even realising. What you think about a situation can be evry different to what someone else thinks.



Feelings...

...can change all the time. You could feel happy, excited, and scared, all in one day! Some feelings feel better than others but none of them are bad. We all experience different feelings.



Actions...

...are the way we behave. Our actions can be a result of the thoughts and feelings we are having. Happy thoughts can make us act kind; nrevous feelings might make you want to run away.

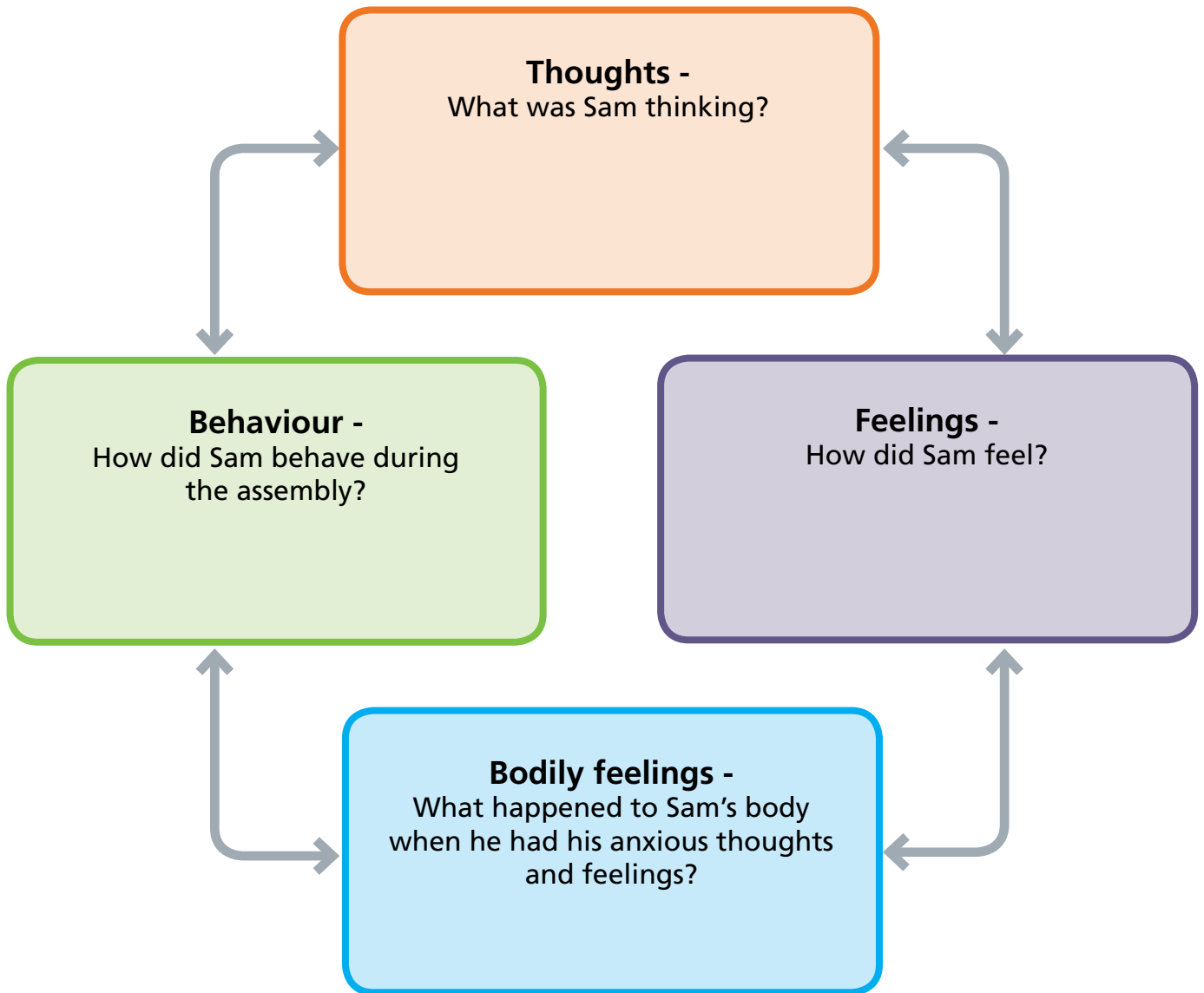
Let's look at an example

Sam is taking part in the class assembly. Sam is going to be standing up in front of the school and talking. Sam suddenly thinks 'I can't do it, what if I forget something and mess it all up'. Sam's hands start to shake and his legs feel like jelly as he becomes scared. Sam's behaviour changes as he paces up and down the school corridor before the assembly. When it is Sam's turn to talk he rushes his lines and stares at the floor the whole time.



Exercise four:

Match the highlighted information to the correct boxes & write them in - which part are his thoughts? His feelings? His bodily feelings? His behaviour/ actions?

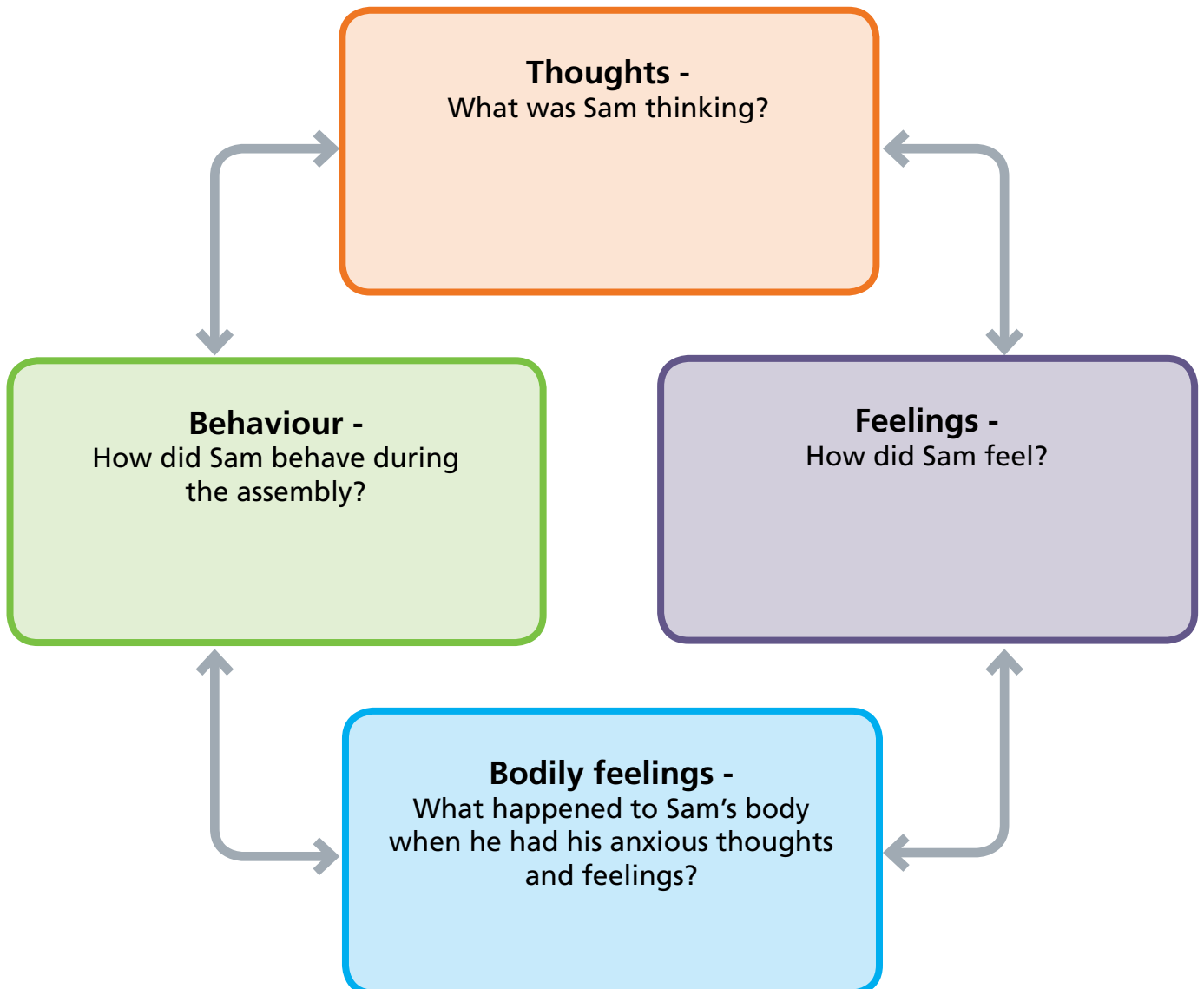
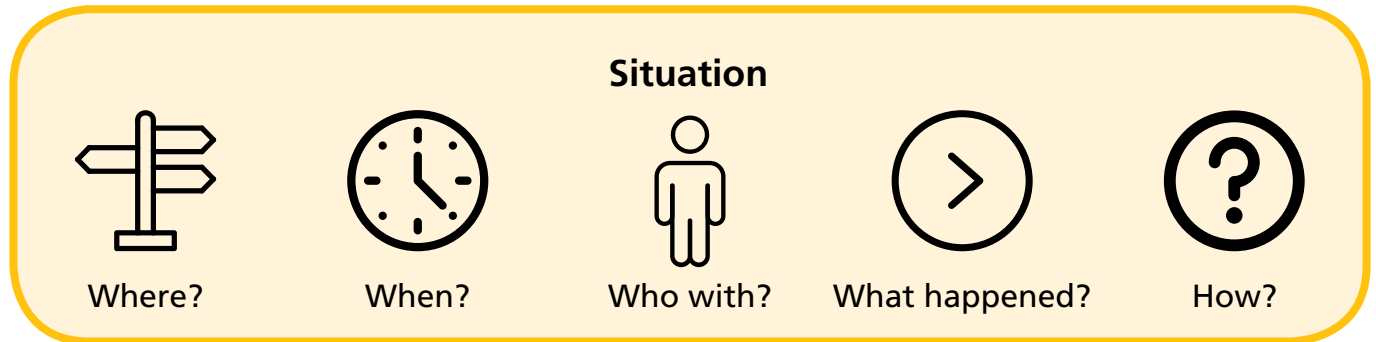


Let's look at your anxiety cycle more closely...



Exercise five:

Take a moment to think about a situation where you felt anxious.



Do you notice anything about how your thoughts, feelings and how you behaved might have made each other worse?

It can be easy to feel stuck – with this same situation happening again and again. What would happen if something changed – maybe if your thoughts changed? Or if you behaved differently?



Take home task: What makes me feel anxious?

Keep track of any other thoughts, feelings, bodily feelings or behaviours that you notice at times you might feel anxious. Have you written down any of the same things that you wrote in your anxiety cycle? What do you notice?

Thoughts	Feelings	Bodily feelings	Behaviours

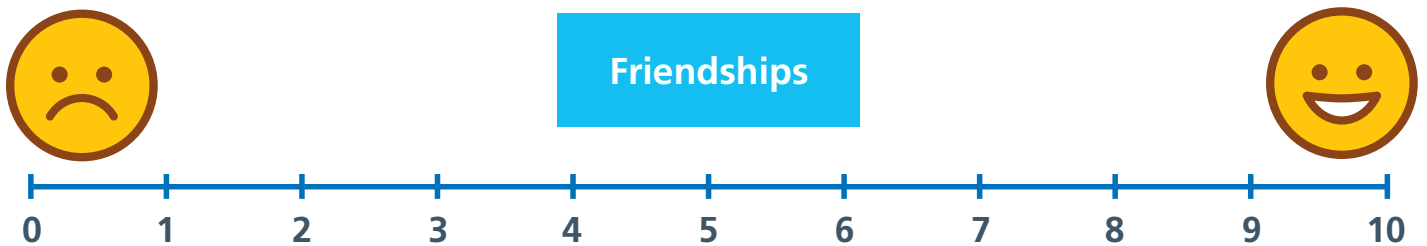
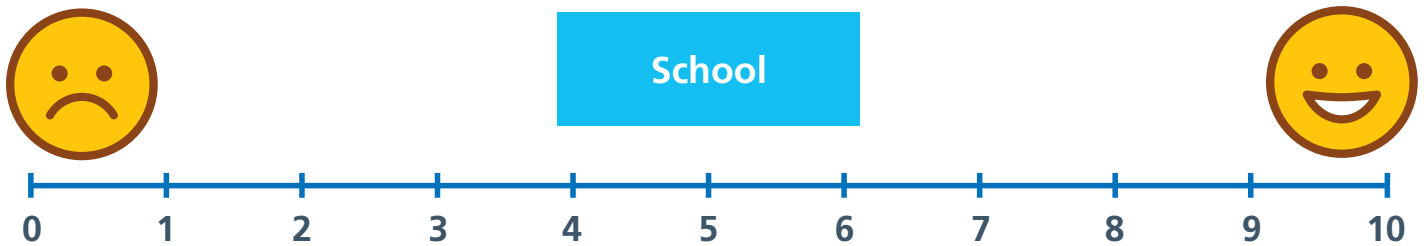


Session Three:

What happens in the body?

How am I feeling today?

Out of 10 (10 being very happy and 0 being not happy at all) rate your mood and how you are feeling about school/college, friendships and home. Remember to go back to the start of the workbook to colour in your anxiety thermometer!





Many thousands of years ago, when we were cavemen and women we may have been faced with lots of dangerous situations! Our brain needed to make sure we stayed alive, so it learned how to deal with danger. This is called the fight, flight or freeze response.

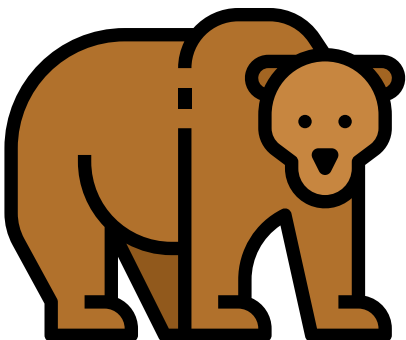


The fight, flight or freeze system is like our body's own personal alarm that looks out for danger and responds quickly, with lots of changes in the body. These changes happen without us even realising!

It can be useful and help us to keep safe when a car is racing towards us and we need to jump out of the way – but sometimes our own thoughts are enough to make the alarm go off, even when we are perfectly safe!

Exercise six:

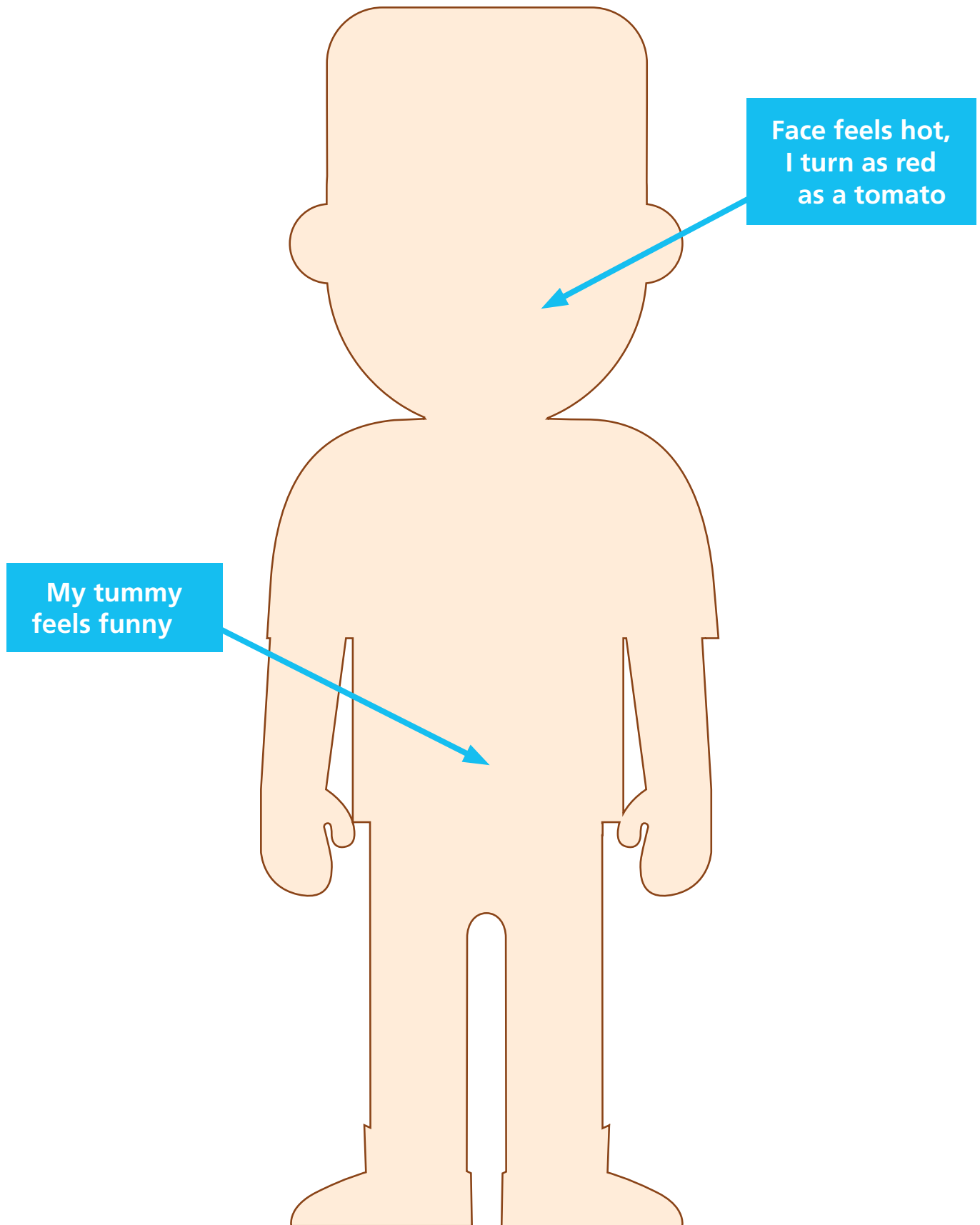
Imagine you are walking through a forest and you see a bear! Do you think you would have time to think before your body reacted? Write or draw what you think you would do below.





Exercise seven:

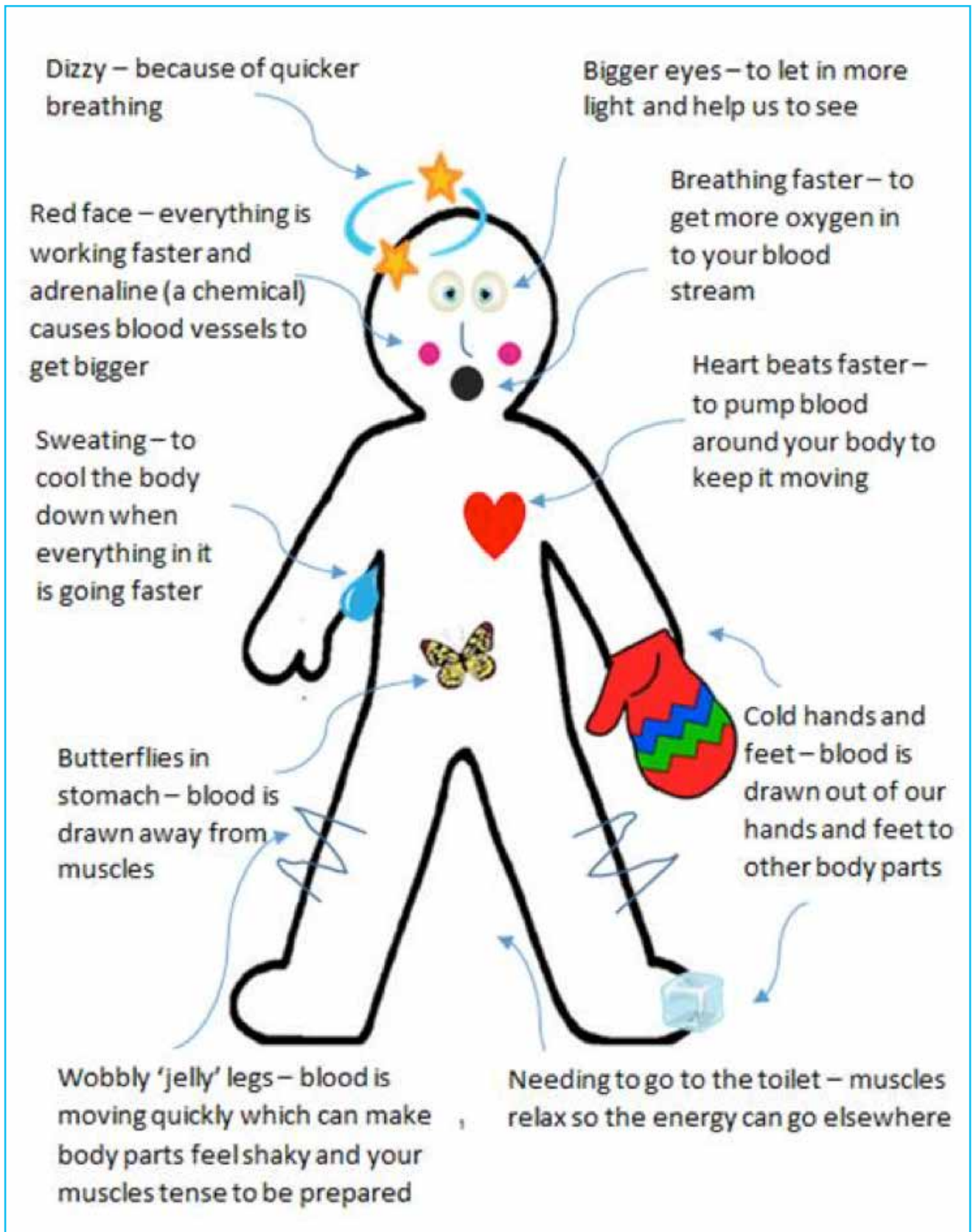
Use the body map below to draw & label what happens to your body when you feel worried or anxious. Use arrows to show where on your body you feel these sensations.





Exercise eight:

These feelings that happen can be easily explained by how our body reacts to the fight/flight/freeze response. Check out these interesting facts below. Are there any that surprise you?

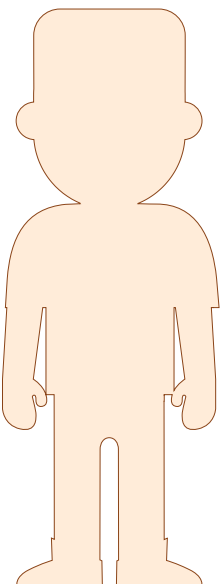
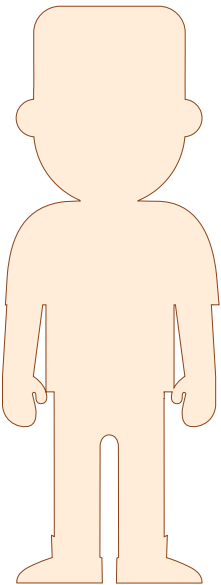


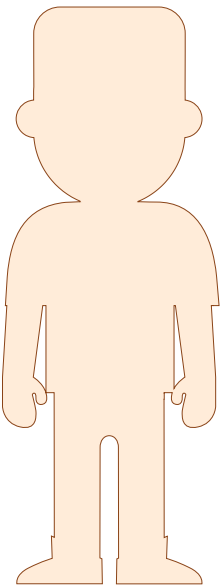
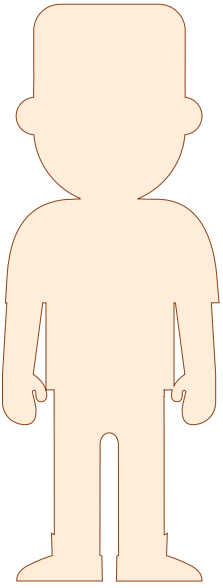
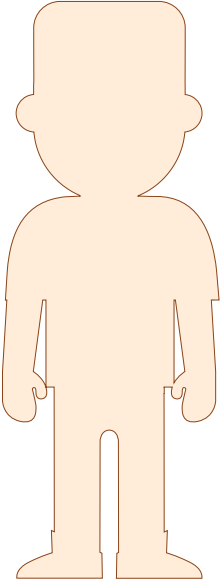


Take home task: Exploring my bodily feelings

Use the pictures below to record any bodily feelings of anxiety you experience this week.

- 1 Try to record close to the time you notice the sensation, so that you don't forget.
- 2 Note down the day or time.
- 3 Note down or draw how it felt. Where on the body did you notice the anxious feeling?
- 4 Think about what happened – did it pass? How long did it take? Remember that this is normal reaction to an automatic system in our body. Your body is just doing its job and trying to keep you safe!





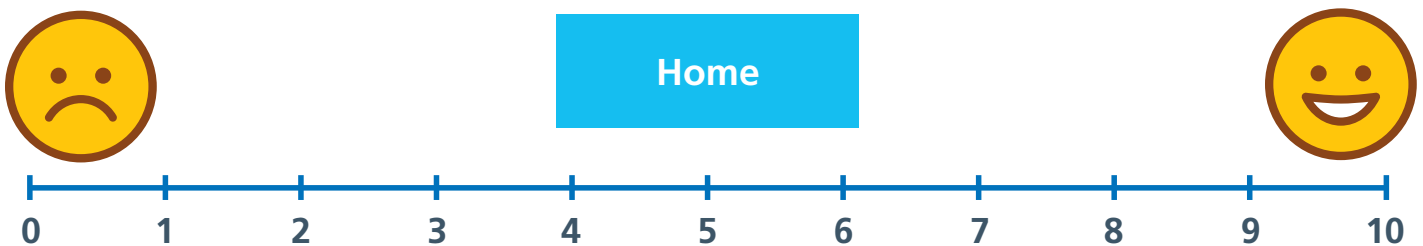
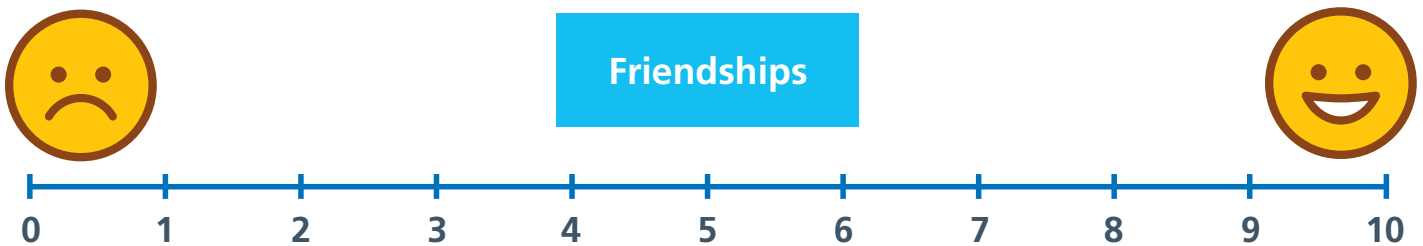
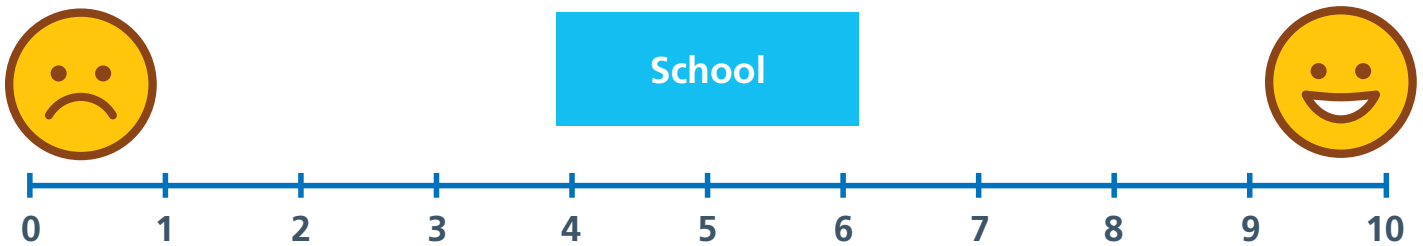


Session Four:

Unhelpful thinking habits

How am I feeling today?

Out of 10 (10 being very happy and 0 being not happy at all) rate your mood and how you are feeling about school/college, friendships and home. Remember to go back to the start of the workbook to colour in your anxiety thermometer!



The thoughts we have can have a big effect on how we feel and what we do. We can learn to catch our unhelpful thoughts early and try to think about them differently. Have a look at the example below:



Exercise nine:

Jo has been invited to a friend's birthday party. They have thoughts of "If I go to the party, I bet nobody will want to talk to me and I'll be left out". They feel sad and worried and decide not to go to the party.



Are Jo's thoughts helpful or unhelpful? Why?

Thoughts can be tricky as we have so many of them and they happen without us even trying. We also tend to believe that because we think something it must be totally true and a fact. When we look closer, we can notice some common unhelpful thinking styles.



Exercise ten:

Take a look at the list on the next page and see if you can work out which of the unhelpful thinking styles you might use sometimes. Write them in the box below:

My thought:

Example: I won't get any of the answers right in the spelling test tomorrow

Unhelpful style:

Prediction, mountains and molehills



Take home task: Catch your bad thoughts - Be your own thought detective.

- Keep practicing catching your unhelpful thoughts by using the thought record on the next page.
- Try and spot if you are falling into any unhelpful thinking styles.
- We will keep working on how to think differently so keep writing your thoughts down in a journal.

Unhelpful thinking styles

Mind reading

Telling ourselves that we know what other people think about us.



'They think I look silly'

Where is the evidence? Are these my own thoughts?

Critical Self

This is when we put ourselves down and are very critical about ourselves and our abilities.



'I'm not good enough'

Compare and despair

When we notice the positive things in others but compare ourselves negatively to them.



'He's so smart, I wish I was like that'

Jumping to conclusions

Believing we know what is going to happen or catastrophising and believing the worst possible thing will happen.



'The car will crash'

Black and white thinking

I usually think things are either really good or really bad, not both.

Allow for grey areas.

Understand that sometimes things can be more than one way.



'Today has been the worst day ever'

Judgements

I make judgements about things even though there is no proof or facts that something is true.



'They're talking about me'

Memories

Some things trigger my bad memories which makes me think something bad will happen again now.



'I hurt myself here last time and that's going to happen again'

Mountains and molehills

When we exaggerate a negative outcome or minimise a positive one.



'I can't believe I got 18 out of 20 on this test. I should have got full marks'



Be your own thought detective !



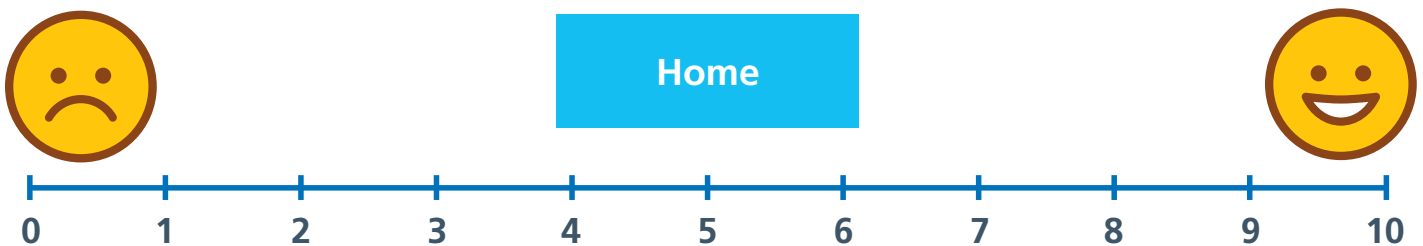
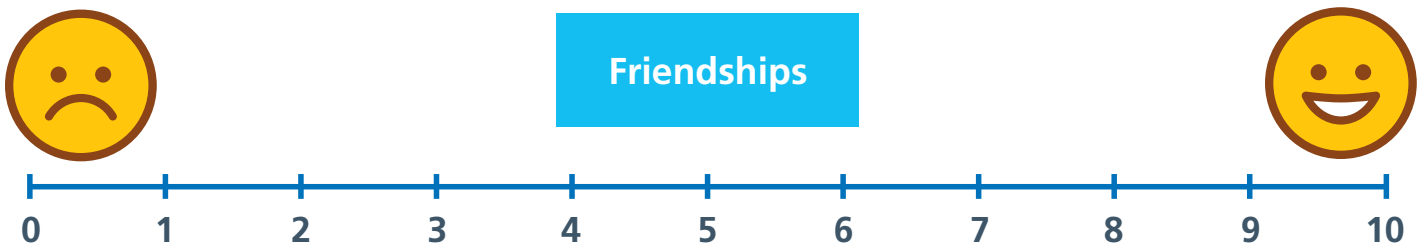
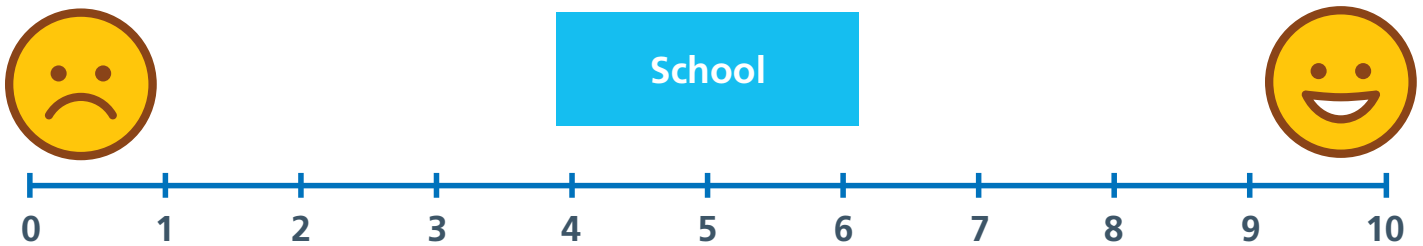
What were you doing when you had the thought?	What was your thought?	Can you link this to an unhelpful thinking style?	Can you think of this in a different way?



Session Five: Being kind to yourself

How am I feeling today?

Out of 10 (10 being very happy and 0 being not happy at all) rate your mood and how you are feeling about school/college, friendships and home. Remember to go back to the start of the workbook to colour in your anxiety thermometer!



Sometimes when we have difficult feelings we can say unkind things to ourselves. It's a bit like having a bully on our shoulder telling us horrible things and pointing out all of our mistakes!



Exercise eleven:

Kiran likes to dance and goes to a dance class every week. Last time she performed in front of her class she tripped up and got upset. Kiran has decided she does not want to take part in the dance school's end of term performance. Kiran tells her friends that she thinks she will trip up again and ruin the show, she says she isn't good enough to perform in front of a big audience and the dance will be better if she is not in it.

Kiran is having unkind thoughts about herself. What kind things could Kiran's friends say to help her?



Often we can find it easier to say kind things to other people but it can be harder to say them to ourselves. Using the question "what would I say to a friend" can be helpful to practice when you notice yourself having unkind or unhelpful thoughts about yourself.



Exercise twelve: Kindness role model

When we think about how to be kind to others it can help to think of someone we know who has a caring nature. Can you think of someone in your life who you really like because they are kind and caring to others?

Who have you chosen as your 'kindness role model' and why?

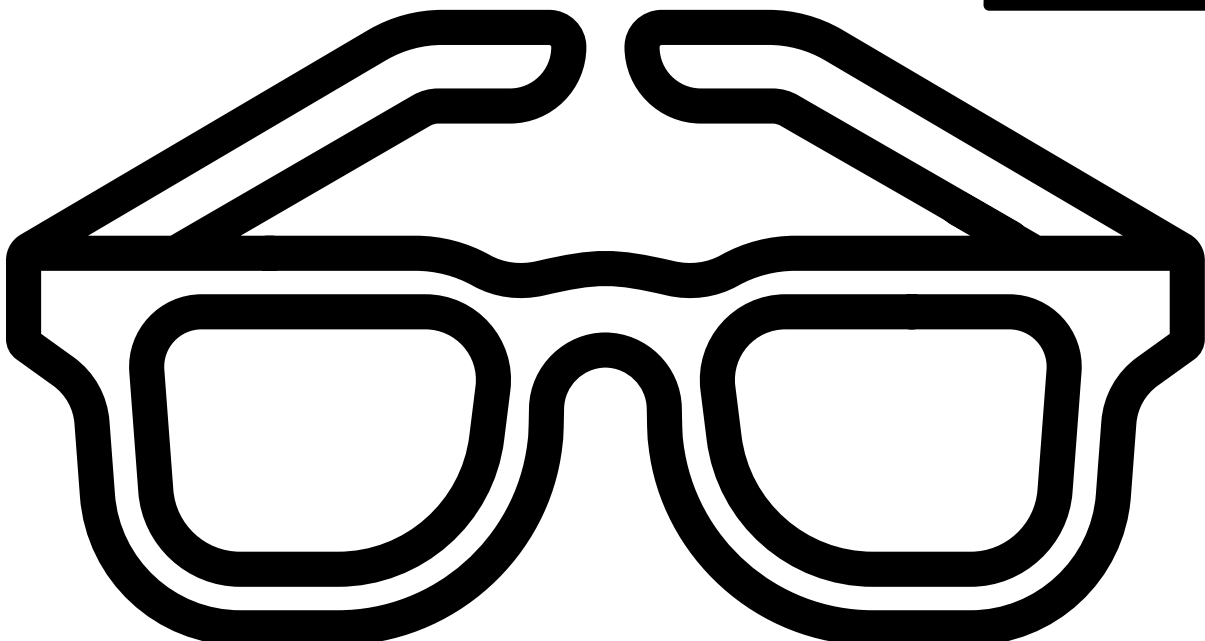
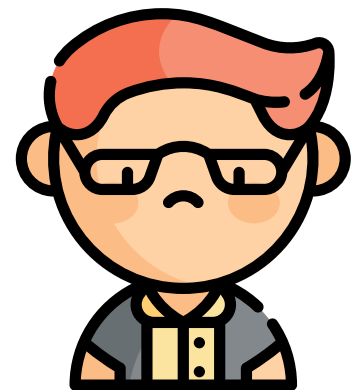
What do they say that is kind? How do they talk in a kind way?

Next time you feel cross or upset with yourself imagine you are a friend or your 'kindness role model' and think about how they would talk to you - **treat yourself as you would treat your friends.**



Exercise thirteen: Take off the gloomy sunglasses

This is Ron, he has his gloomy glasses on and is feeling sad. Ron's glasses give him gloomy thoughts about himself. Decorate Ron's glasses to make them more colourful, then have a go at changing his gloomy thoughts to be more positive.



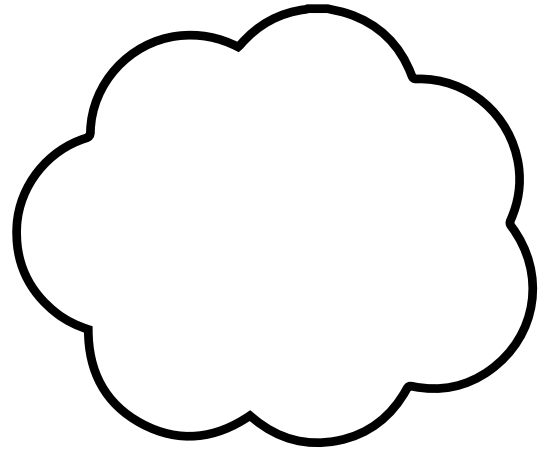
'I can't do this'



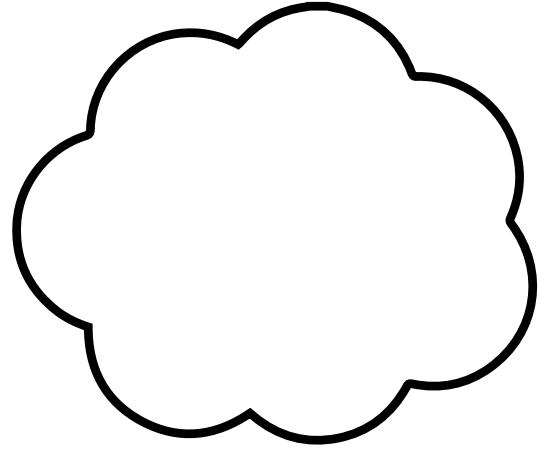
EXAMPLE

I can work to get better at this

'I always make mistakes'



'No one likes me'



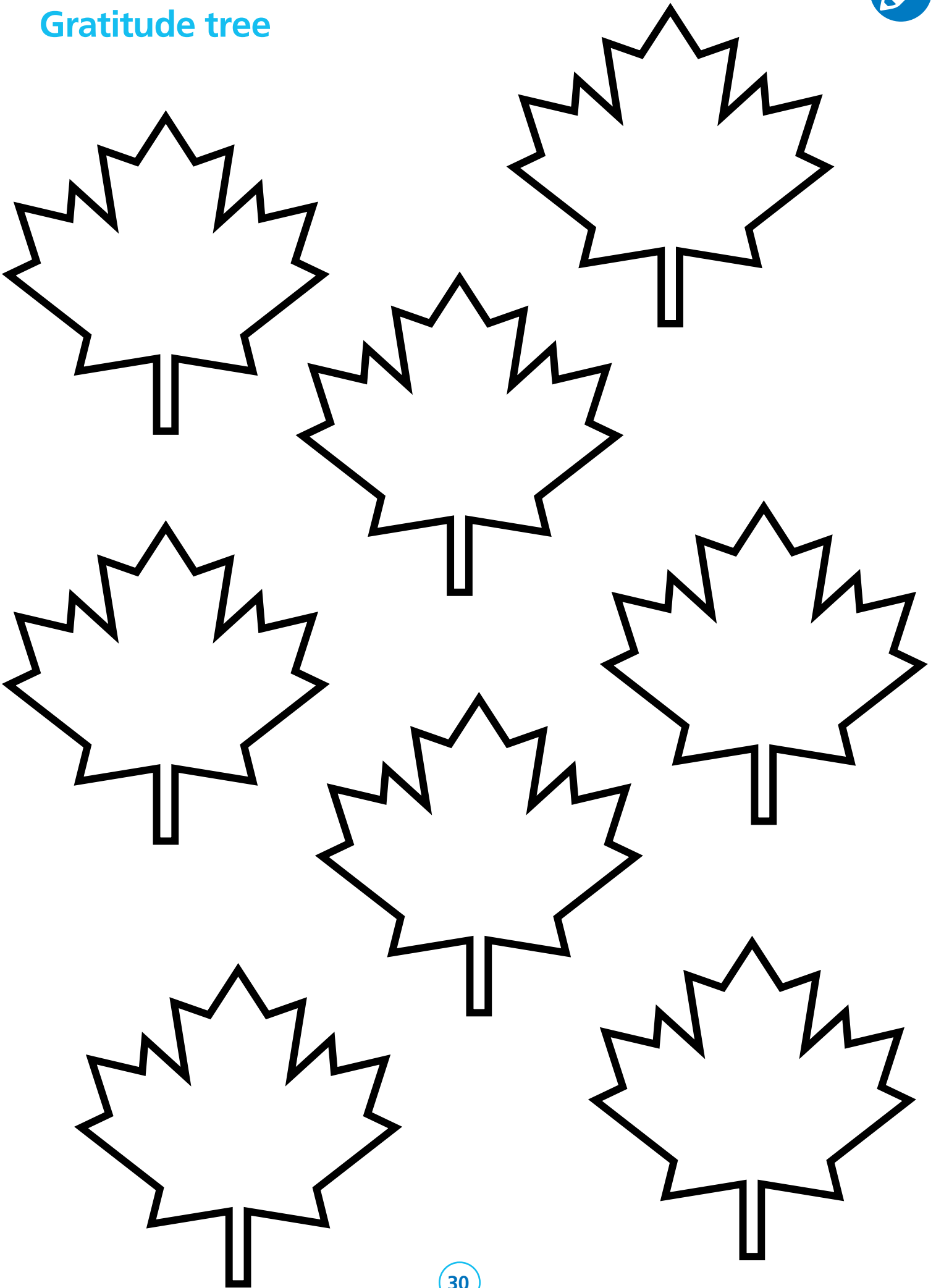
Take home task: Gratitude

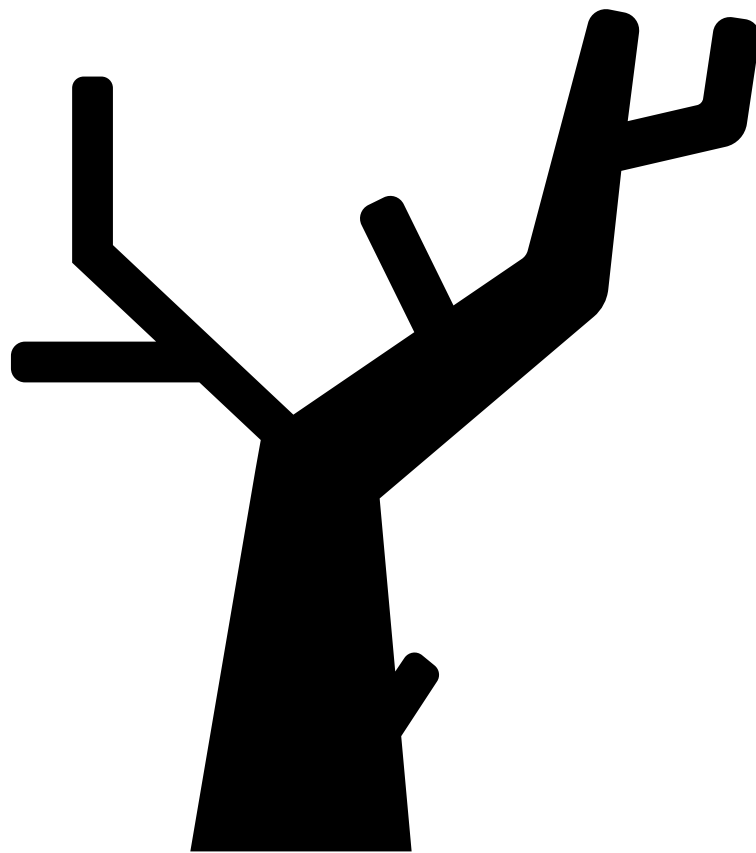
When we think about all the things we are grateful for it can help our thoughts become more positive. You might be grateful for the people in your life, like friends and family, or for the house you live in. You could be grateful for a delicious meal or for a sunny day!

- Decorate your tree by writing or drawing one thing you are grateful for on each of the leaves below. You could then cut these out and place on the tree trunk on the following page.



Gratitude tree



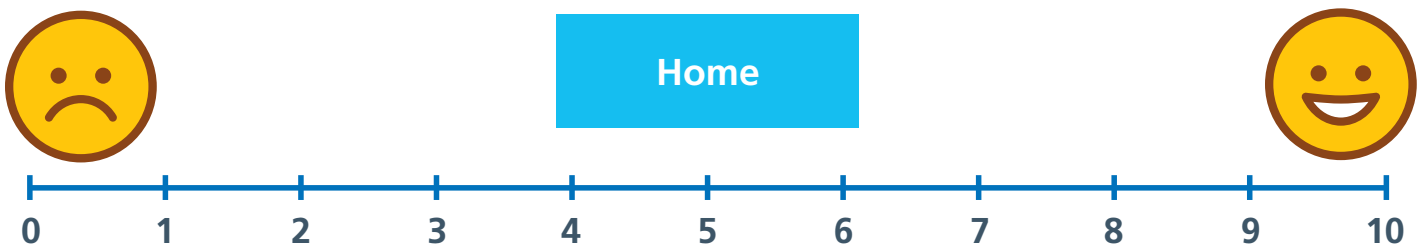
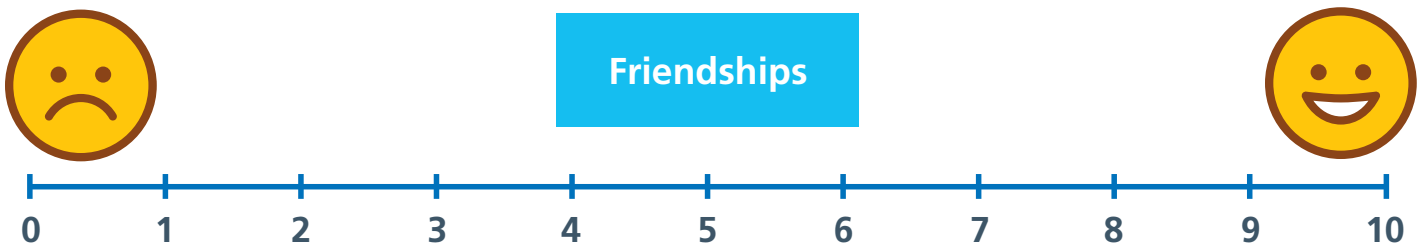
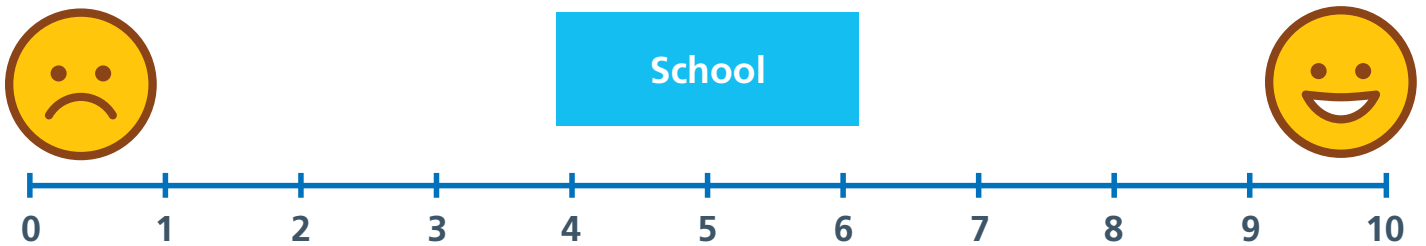
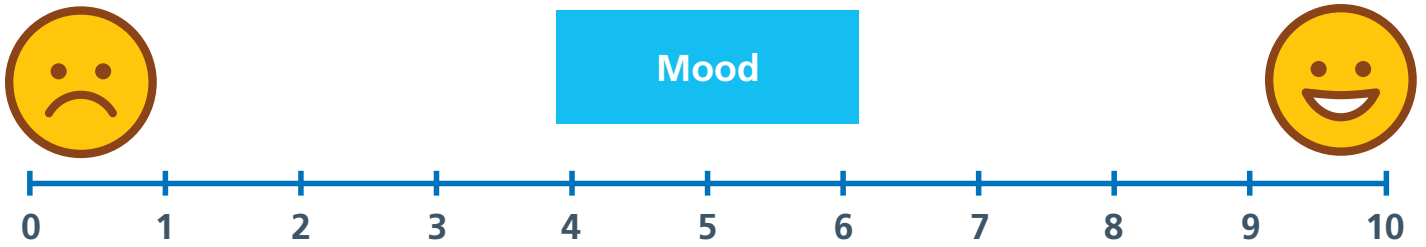




Session Six: Facing our fears

How am I feeling today?

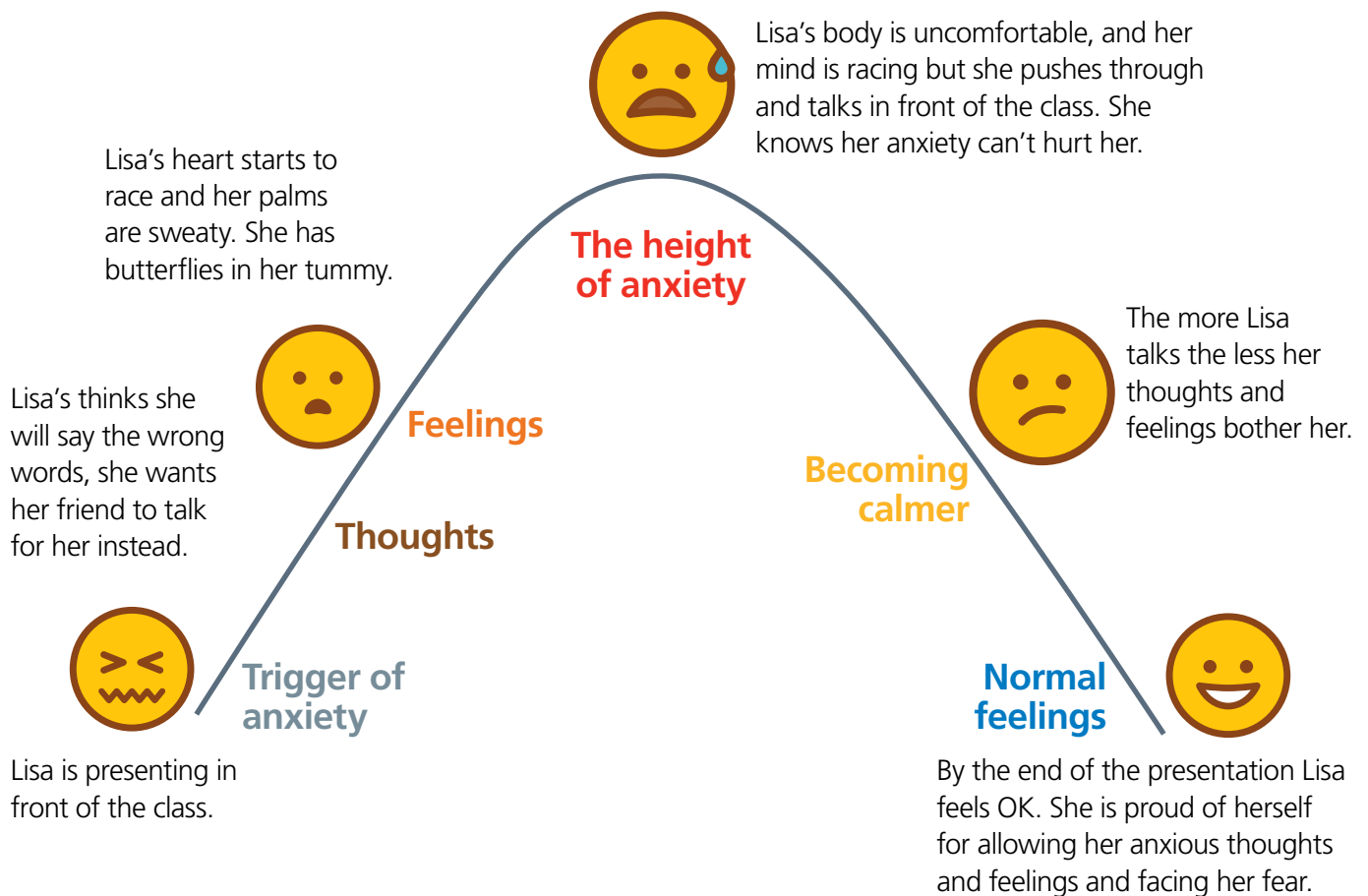
Out of 10 (10 being very happy and 0 being not happy at all) rate your mood and how you are feeling about school/college, friendships and home. Remember to go back to the start of the workbook to colour in your anxiety thermometer!



Now that you have worked hard to start to think differently, it will be helpful to understand more about how anxiety changes how you act.

Scenario:

Lisa is at school, she is reading out loud in front of the class. Lisa does not like speaking in front of others so this situation makes her feel anxious. Instead of running away Lisa is going to accept her anxious thoughts and feelings.



Anxiety and running away:

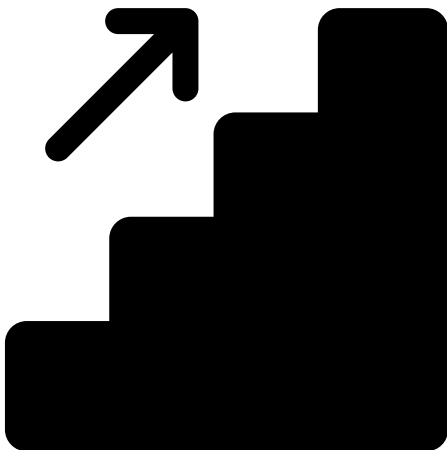
It makes sense for you to want anxiety to disappear, it makes us feel uncomfortable and our natural response is to do what we can to make those feelings go away! But what if we ran away every time we felt anxious, would this make anything harder for us?

The more we run away from the things that make us feel anxious, the harder it becomes to beat anxiety. It can actually become a bigger problem and stop us from trying new things or going to new places.

One way of beginning to face our fears is to think about what your main 'goal' is and then break it down in to smaller steps, that don't feel as scary to face.

Example:

Zahra is worried about going into the canteen at lunchtime. The loud noises make her nervous, her heart begins to race, and her hands get sweaty. These feelings make Zahra uncomfortable, and she thinks she won't be able to cope. Zahra gets upset so she leaves the canteen before she has finished her lunch. Zahra has asked her dad if she can have packed lunches instead. Zahra takes her lunch to the classroom and eats with her teacher. Zahra would like to have a school dinner and eat with her friends but the thought of going into the busy canteen scares her. Zahra needs help !



Zahra's goal is to: Eat school dinner in the canteen with her friends.

To help Zahra achieve her goal, Zahra and her teacher come up with a plan. Zahra will try the steps below; Zahra will only move onto the next step when she feels comfortable to:

Step 1:

Go to the canteen at lunchtime, collect her school dinner, and eat it in the classroom.

Step2:

East her main in the classroom and then eat pudding in the canteen with her friends (with her class teacher nearby).

Step3:

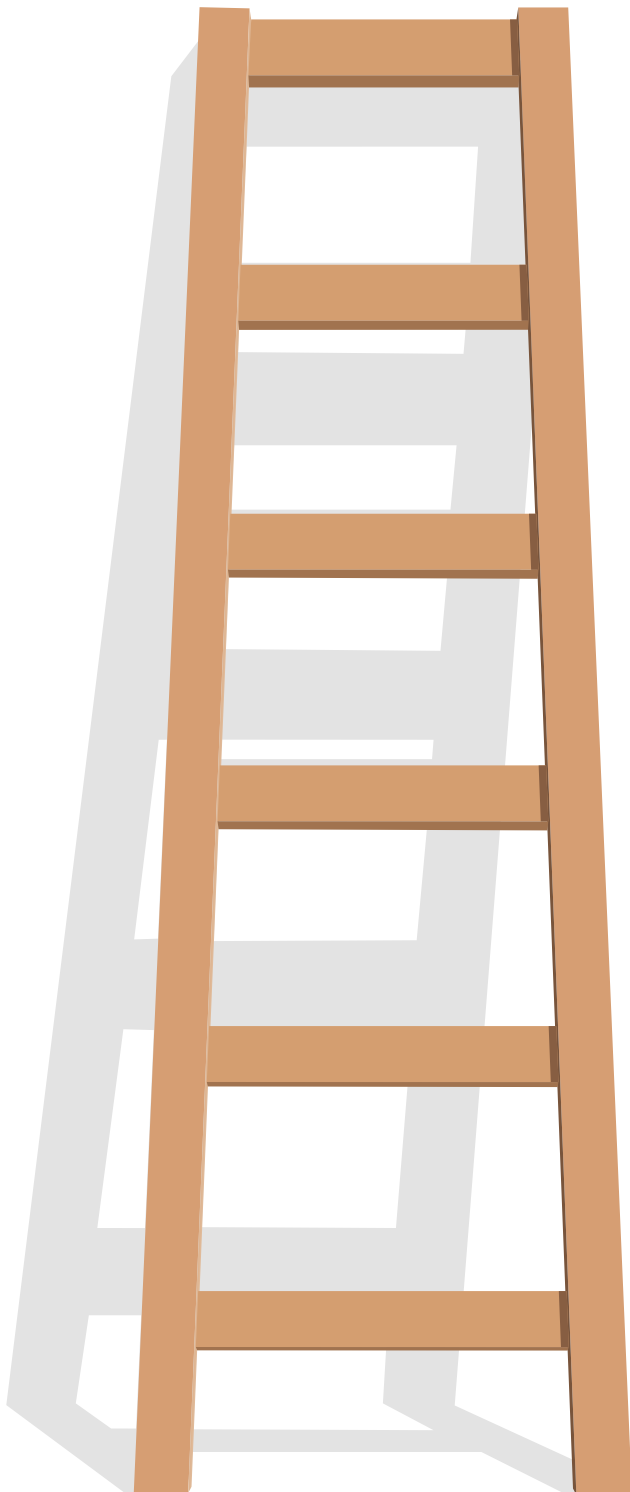
Go to the canteen and eat a school dinner with her friends (with her class teacher nearby).

When Zahra has completed these steps and is feeling raedy, she will eat in the canteen with her friends. Zahra feels happy building up to her goal in small steps.



The situation I am avoiding is:

My goal is:



Write down some ideas that would help you reach your goal. Remember it's important to start slowly with something that gives you a bit of anxiety but not too much. To help you with this, give each idea a rating from 0-10, where 10 is very high anxiety and 0 = no anxiety at all.

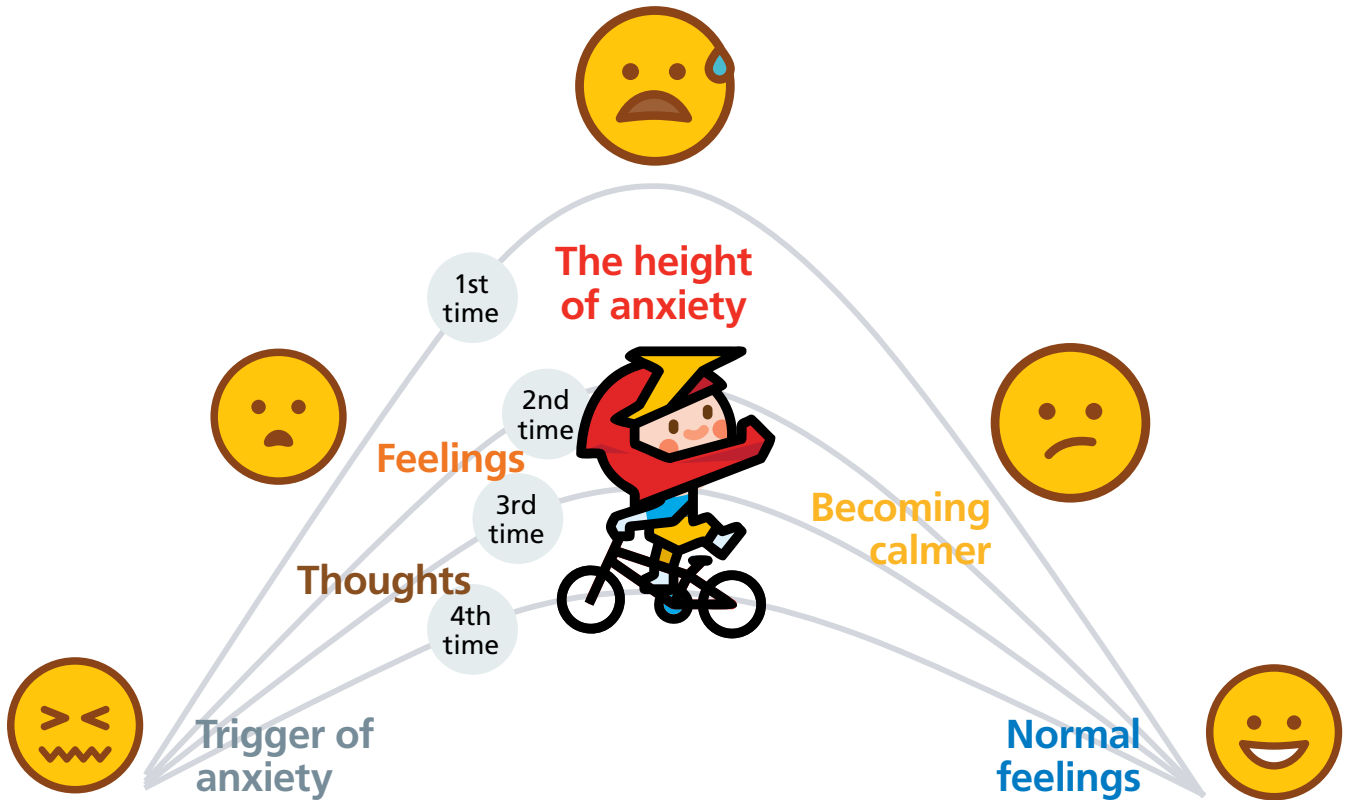
Most difficult:	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

In the middle:	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

Not too bad:	<input type="text"/>
	<input type="text"/>
	<input type="text"/>

So what happens to the anxiety curve?

Just like learning to ride a bike practice makes perfect! The less you run away from your anxious thoughts and feelings, the easier experiencing them will be. You should find that by repeating your small steps the feelings of anxiety get lower each time.



Safety behaviours:

When we are feeling anxious we may start habits to make us feel 'safe'. Although these habits give us comfort they can make our anxiety last longer as we may rely on them too much when we are feeling nervous. Here are some examples:

Asking an adult if everything will be ok over & over

Thinking of exactly what you want to say before speaking

Always having a special toy with you whenever you go out

Not looking at people in the eye when speaking to them



Exercise fourteen

Ahmed is scared of the dark, when he is alone in his room at night he becomes anxious as he is worried there are monsters hiding under his bed. To help him fall asleep his mum sits in his bedroom and holds his hand. Ahmed also plays bedtime songs on his tablet as night time noises scare him and keeps a torch by the side of the bed in case he needs to get up in the night.

What are Ahmed's safety behaviours?

Ahmed's best friend Kian has invited him to sleepover at his house. Can you think how Ahmed's safety behaviours might stop him from going?



Take home task: Being brave with facing my fears

My goal this week is:

Pick one of the less scary ideas from the ladder worksheet you completed. Have a go at doing this step at least 2 or 3 times this week. Keep track of how this goes using the chart below.



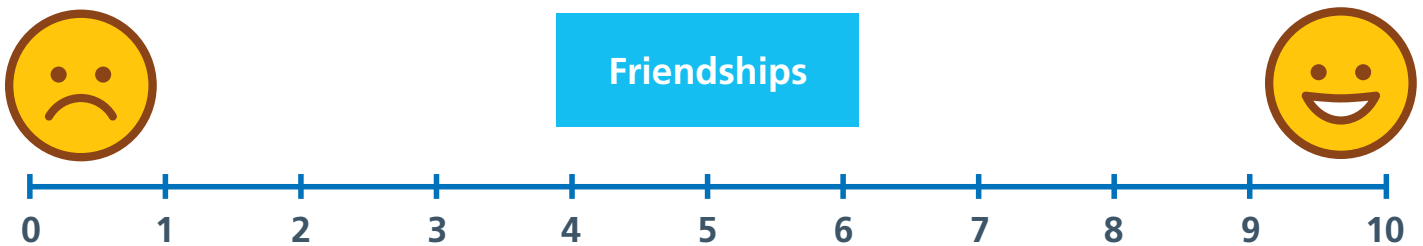
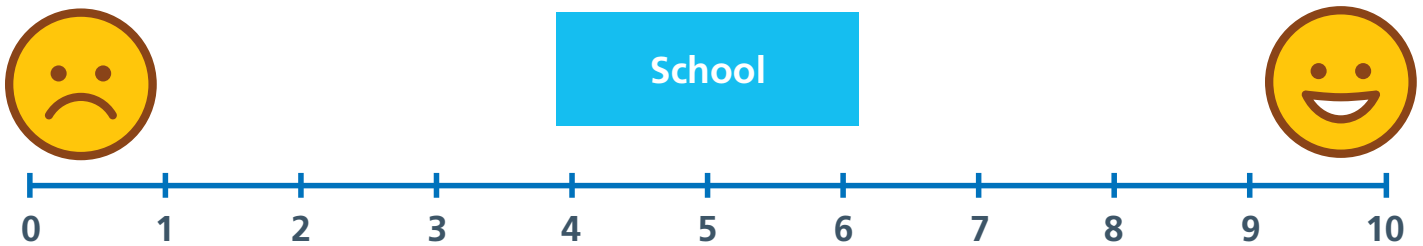
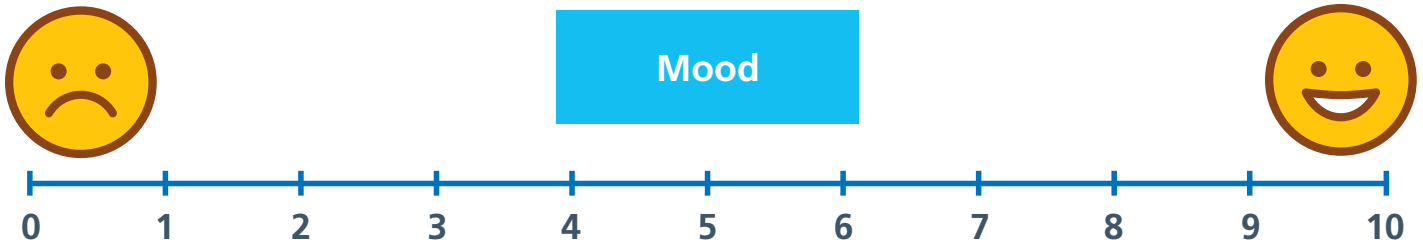
When	How many minutes for?	What did I think would happen?	Anxiety Before (0-10)	Anxiety During (0-10)	Anxiety After (0-10)	How did it go / What did you learn?



Session Seven: How to worry less

How am I feeling today?

Out of 10 (10 being very happy and 0 being not happy at all) rate your mood and how you are feeling about school/college, friendships and home. Remember to go back to the start of the workbook to colour in your anxiety thermometer!



When worries pop up in our heads, they often lots of 'what if...?' thoughts about things which we cannot control. It can be helpful to get to know the different types of worries so we can think about how we deal with them.

Two types of worries we may have are:

Practical worries: These are worries that affect you now and often can be solved by making a plan. Example: 'I haven't done the homework yet'

What-if worries: This type of worry is about things that are in the future and there is often nothing that you can do at the time to change them. Example 'What if I get the answer wrong in class?'



Exercise fifteen:

Using the thought bubbles below, note down some of your own worries that you have experienced recently.



My worry is...?



Exercise sixteen

Let's see if your worries are practical or 'what-ifs'. Look at the worries you wrote down on the last page and ask yourself:

Can I do something about this worry now?

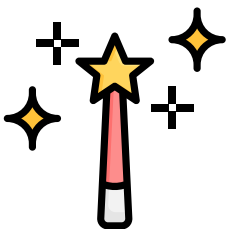
Yes

This is a practical worry, try using the problem solving wand to help you solve it



No

That is "what-if" worry, try to let the worry go or do something else. Could you use worry time to help?



Your Problem Solving Worry Wand!

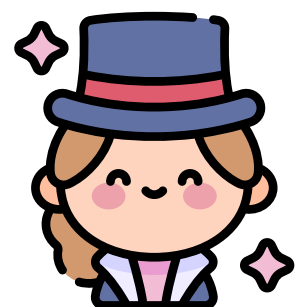
It is natural to want your worries to disappear, we can't always make them go away completely but we can stop them from becoming too big or try to solve them!

1. Use your worry wand to tackle one of the worries you have written down

My worry is

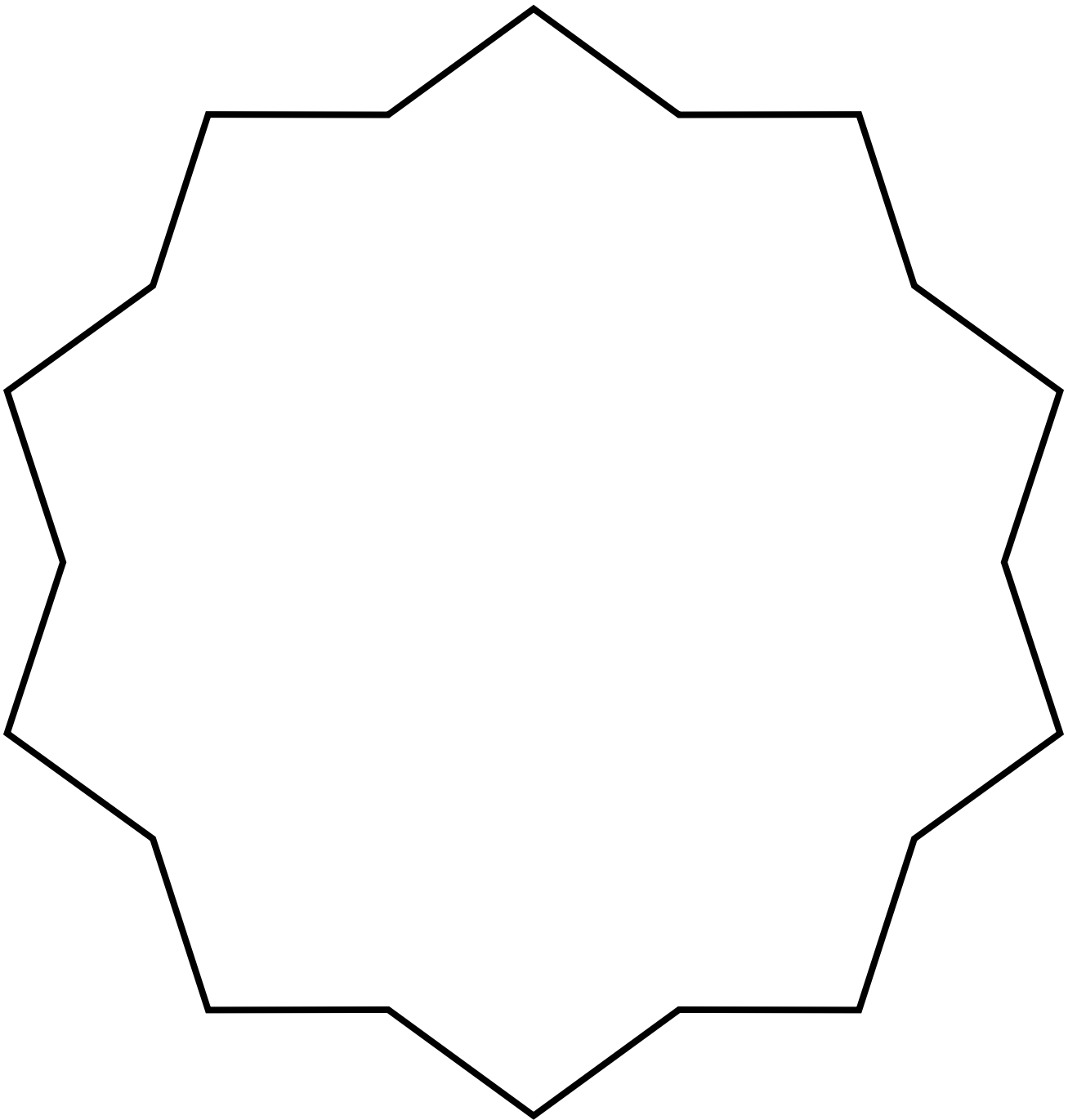
.....

.....





2. Write down all the possible ways you can solve your problem - no matter how weird or wonderful they might seem!





Hint:

let's say your worry is that you don't know how to do the homework that you've been set. You can do something about this so that means it's practical! Some things you could do to solve this problem are:

- asking an adult at home for help
- seeing if you can look at a friend's homework so you see what they've done
- ask the teacher if they can explain it again



3. Think about each of the possible ways to solve your problem.
What is good about them and what is not so good?

Possible way to solve my problem	What is good about this idea? 	What isn't so good about this idea? 
Example - 'I can ask to look at a friend's homework'	Seeing what they did will give me an idea of what to do	They might not let me look at their work, or maybe they'll have got it wrong

4. Now pick the idea that seems like it will work best and plan how you'll do it - ask a trusted adult for help:



What?



When?



How?



Who with?

Worry time

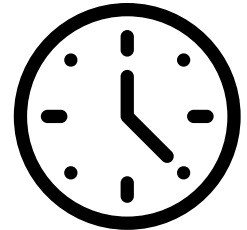
If you have lots of “what-ifs”, worry time can be a helpful way to take control!



Exercise eighteen

Choose your worry time

1. Decide on a time each day where you will not be distracted or too busy. This time should ideally be in the evening but not too close to bedtime. Give yourself about 15 minutes of worry time.



Capture your worries

2. Throughout the day, before worry time, you may find it helpful to write your worries down as soon as they pop into your head. Could you write them down on a piece of paper or even tell a parent or guardian so they can record them?



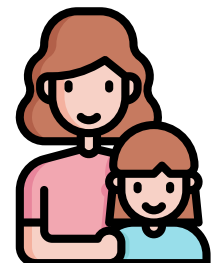
Refocus on the present

3. Consider ways to refocus once your worry is recorded. What activity did your worry interrupt? Try to get back to what you were doing, knowing you have your worry written down to think about later. It's ok if you keep having the same worries, just continue to record them on your paper or asking someone to do this for you.



Worry time

4. This is the time that you've set aside to worry. It might sound and feel a bit strange at first - but give it a chance! Look at the worries you have written down - how did you feel at the time about them and how do you feel now? Has the thing you worried about happened? It may help to have someone with you to talk about your worries with – you can work out if they are practical or “what-ifs” together.



Once the set time has passed, try to turn your mind off from worry time... the next session will cover helpful tips and ways to refocus and relax, if you're stuck!

Each day I will set worry time at:

During the day I will keep track of my worries by:



Take home task: Worry diary

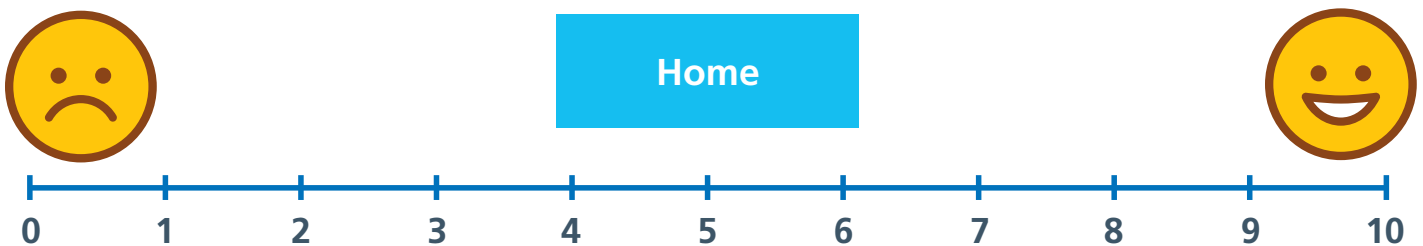
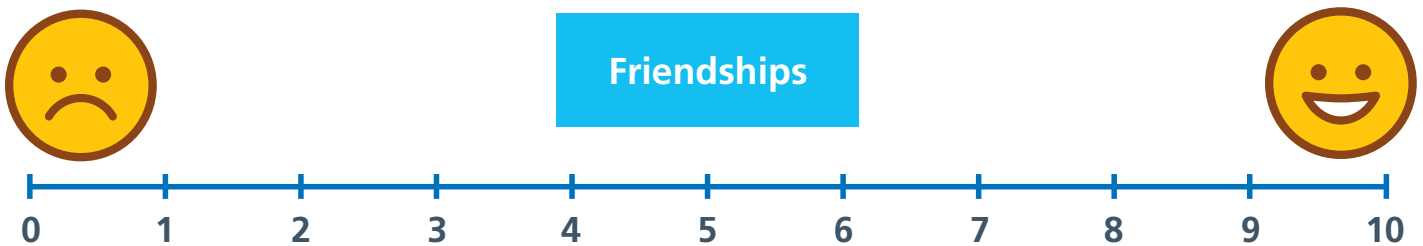
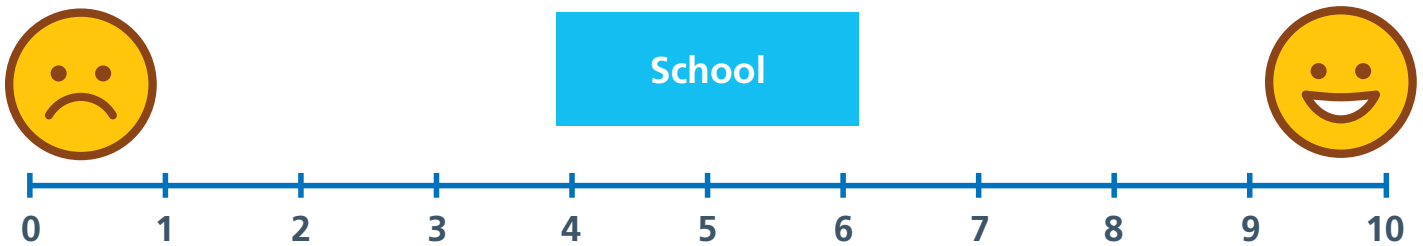
Possible way to solve my problem	Possible way to solve my problem	Possible way to solve my problem



Session Eight: Helpful tips

How am I feeling today?

Out of 10 (10 being very happy and 0 being not happy at all) rate your mood and how you are feeling about school/college, friendships and home. Remember to go back to the start of the workbook to colour in your anxiety thermometer!



Relaxation and finding helpful ways to cope

Being able to relax is important but can be tricky.



Exercise nineteen

Do you do anything at the moment that helps you to relax or feel calmer? Write them down here:

New ideas to try

Here are a few calming exercises for you to try:

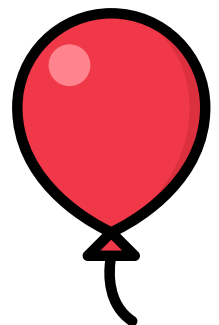
Birthday Cake Breathing

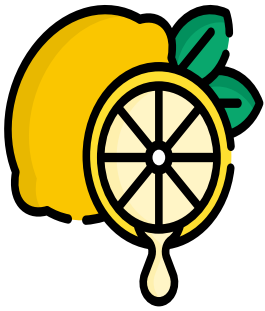
- Sit in chair and place your hand on your belly.
- Make a fist in your left hand and imagine this is a cake.
- Inhale and pretend to smell the cake. What does it smell like, can you smell the sweet icing?
- Now exhale, pretending to blow out the birthday candles.
- Carry on doing this for a few minutes.



Belly Breathing

- Take a deep breath in and fill your belly like you're inflating a balloon.
- As you do this, count **1** **2** **3** **4** to breath in and fill the balloon in your belly.
- Pause and let all of the air out of your belly like you're letting the balloon deflate.
- As you do this, count **1** **2** **3** **4** and let the balloon go down from your belly.





Hands and Arms: Squeeze a Lemon

Pretend you have a lemon in each hand. Squeeze it hard so all the juice is squeezed out! Feel the tightness in your hand and arm as you squeeze. Squeeze hard! Don't leave a single drop. Hold for 10 seconds. Now relax and let the lemon drop from your hand. See how much better your hands and arms feel when they are relaxed.



Arms and Shoulders: Stretch Like a Cat

Pretend lazy cat and you just woke up from a nap. Stretch your arms out in front of you. Now raise them way up high over your head. Feel the pull in your shoulders. Stretch higher and try to touch the ceiling. Hold for ten seconds. Great! Let them drop very quickly and feel how good it is to be relaxed. It feels good and warm and lazy.

When I am anxious / worried I can...



Paint



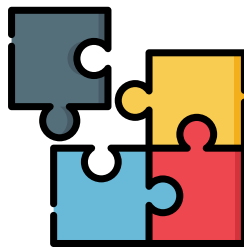
Go outside



Listen to music



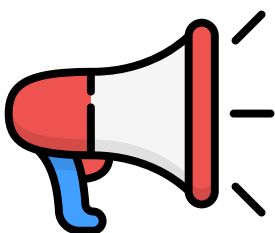
Read



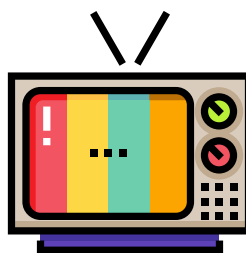
Do a jigsaw



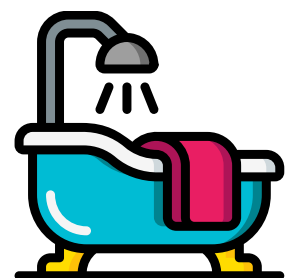
Sing a song



Tell someone



Watch a TV show / movie



Take a bath



Exercise

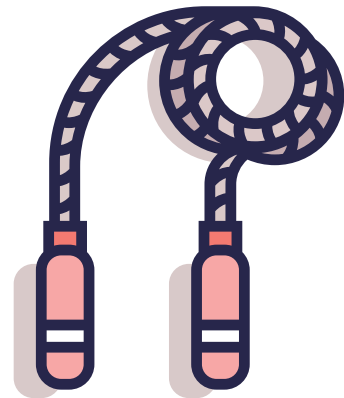
Another way of helping your body feel less stressed out is by doing exercise. It also helps us to feel happier and calmer! Exercise can be all sorts of different things, try something new or stick to something you love! Write down or draw your favourite exercise.



Some exercises I can do:



Bike riding



Skipping



Swimming



Walking / running



Grounding exercises

Sometimes our feelings can be overwhelming, and we become lost in our thoughts. Grounding exercises help to bring us back into the present moment. An easy way to do them is to engage all your senses.

5 4 3 2 1 Grounding Exercise



5 things
you can see



4 things
you can touch



3 things
you can hear



2 things
you can smell



1 thing
you can taste

By focusing on one sense at a time, you may be able to reduce your anxiety.



Take home task: Self-soothe box

A great way to get creative is to make your own self soothe box. Self soothe boxes can be useful when you are feeling anxious by providing comfort and helping to distract or calm you.

Any box will do, and it shouldn't cost a lot of money to put together, you could decorate an old shoe box and fill it with a few of you favourite things. There are no right or wrong objects to put in your box, but the suggestions below may help to give you ideas.

What do you think you will put in the box? Write your ideas below:



Vision



Smell



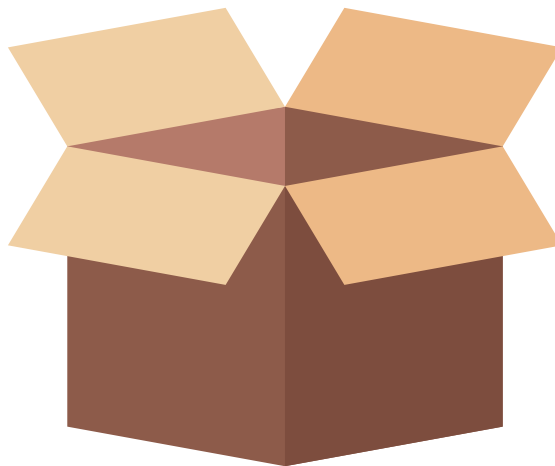
Hearing



Touch



Taste



Touch:

- Bouncy ball
- Fidget toy
- A feather or soft brush to rub on your arm
- A soft toy or piece of material
- Worry doll / stress ball

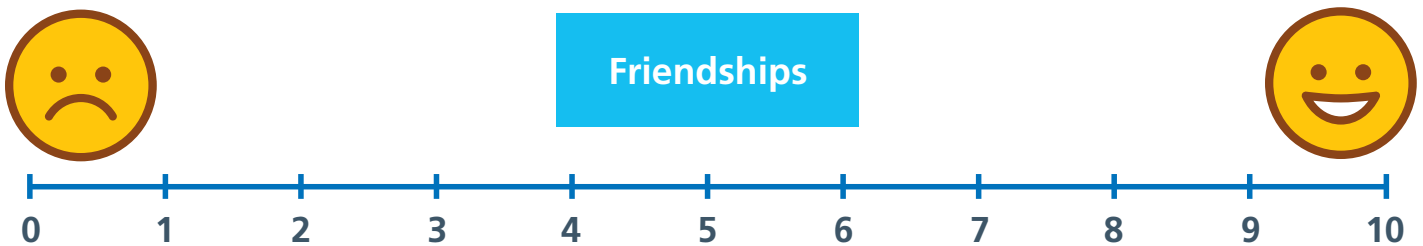
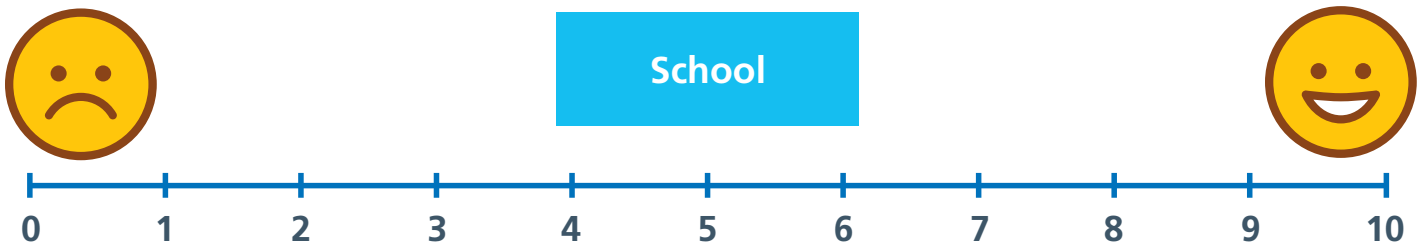




Session Nine: Keeping it going

How am I feeling today?

Out of 10 (10 being very happy and 0 being not happy at all) rate your mood and how you are feeling about school/college, friendships and home. Remember to go back to the start of the workbook to colour in your anxiety thermometer!



Lets take some time to think about the things you have learnt from this workbook...

Zack is 10 years old. He has been feeling anxious about other people judging him in places such as school and when out playing with friends. Zack has sometimes avoided seeing friends as he has worried he would do something silly and they'd laugh at him or talk about him behind his back. It can take Zack a long time to get ready for school in the morning, when he is in school Zack has stopped answering questions in lessons as he feels he will make a mistake or get it wrong. These worries can keep Zack awake at night, he just can't stop thinking.



Exercise twenty:

Using the information above can you think of any advice you might give Zack based on your learning from this workbook? You may find it helpful to look back through the workbook to remind yourself first.

What could Zack do differently?

Is there anything else he could do that might help?

How could Zack try to think differently?

Your own wellbeing plan



Exercise twenty one:

It is really helpful to remember what you want to achieve and all the things and people that will help you. Complete the plan below and remember to keep practicing your strategies! Keep the ones that work and change the ones that don't. Keep going, you're doing great!!

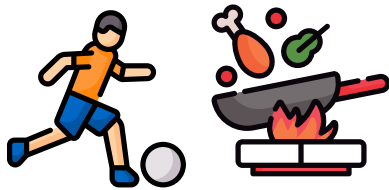
My goals:



Helpful strategies:



People /
activities
I enjoy:



I can talk to:



Remember ...

You are great!!



Apps and websites



My Possible Self: The mental health app

Learn how to manage fear, anxiety and stress and tackle unhelpful thinking.



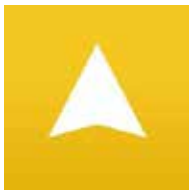
Worry Tree

The WorryTree app aims to help you take control of worry wherever you are. It uses cognitive behavioural therapy (CBT) techniques to help you notice and challenge your worries and then make plans to manage them.



Feeling good - positive mindset

Relax your body and mind with a series of audio tracks designed to help you build confidence, energy and a positive mindset.



Stress and Anxiety Companion

Using breathing exercises, relaxing music and games designed to calm the mind, the app helps you change negative thoughts to help you better cope with life's ups and downs.



YoungMinds

Children and young people's charity. Their website offers young people and their parents support. There is also a text and online messenger help line for young people.



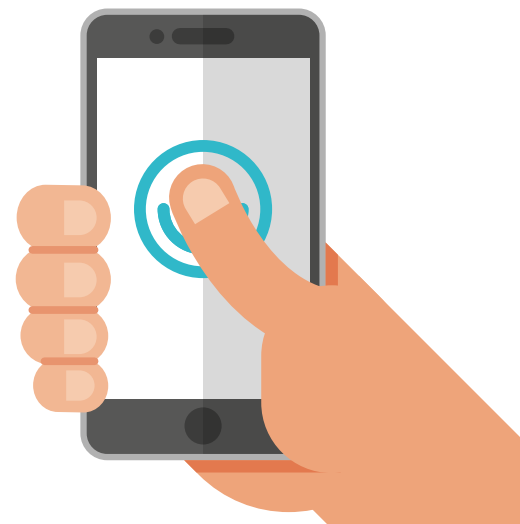
Stem4

Advice and information around mental health. For young people and their parents. Stem4 also have apps such as Calm Harm, Clear Fear and Combined Minds.



Kooth

Free, safe and anonymous online support for young people. Speak to counsellor's online, write in a daily journal, read articles written by young people.



Notes and questions page

