

Essential Standard	Clarifying Objective
9.MEH.1 Create positive stress management strategies.	9.MEH.1.2 Plan effective methods to deal with anxiety.

Materials Needed:

Song, Don't Worry, Be Happy by Bobbie McFerrin

Appendix 1 – copies of 5 Types of Anxiety

Appendix 2 – copies of Don't Worry, Be Happy!

Appendix 3 – copies of Thinking Map: Causes, Symptoms, and Effects of Anxiety

Prezi – <http://prezi.com/mizxqk3pzscn/analyzing-the-causes-symptoms-and-effects-of-anxiety/>

(To be used for the Teacher Input as well as the Guided Practice)

Appendix 4 – copies of Signs of Excessive Anxiety

Appendix 5 – copies of Tools to Reduce Stress

Appendix 6 – copies of Study and Test-Taking Tips to Reduce Anxiety

Appendix 7 – copies of Is This Individual Experiencing Normal or Excessive Anxiety?

Appendix 8a – copies of Making Your Own Calendar

Appendix 8b – copies of Example of "Week at a Glance" Calendar

Appendix 8c – copies of Template for Calendar, may be copied for students use

(Optional) Card Stock – one piece for each student to use to make collage

Review:

Option 1

In 8th grade, students learned effective methods for dealing with anxiety. Introduce this activity to the class by saying how stress can be a positive motivator, but when one feels overwhelmed with stressors, it opens the door for anxiety.

Have students create a list of stressors in their life. Next to each stressor, have students write down a coping method to deal with this stressor. Students can work in groups to brainstorm and share their thoughts. Briefly discuss the stressors and coping methods to conclude the activity.

Option 2

Ask students if they remember some of the previously discussed stress management tools. Write down on the board items as they begin to remember. (Examples: exercise, eating right, planning ahead, getting enough sleep, taking a hot bath, or phoning a friend)

Focus:

Option 1

Handout Appendix 1 worksheet, The 5 Types of Anxiety. Students will be asked to match each type of anxiety with its appropriate definition by listing the letter (a, b, c . . .) with the number of the type of anxiety. Once students have completed this task, they will answer the thought

provoking questions listed below. Students may work in groups to complete the worksheet. Review the answers [1=b, 2=c, 3=a, 4=e, 5=d] and discuss the questions that follow.

Option 2

Play the song, Don't Worry, Be Happy, and allow students to read the lyrics along with the song (Appendix 2). Ask these questions to determine if students understand the important concepts in the lyrics of the song:

- *What is the central message of the song? (Every life has some trouble. Worry doubles the problem.)*
- *Do you think the song suggests that you should ignore your problems? Explain.*
- *Give examples of how the writer feels the song will help.*

Statement of Objectives:

We hear of many young people who worry a great deal. Today we will analyze the causes, symptoms and effects of anxiety and plan ways to manage anxiety effectively.

Teacher Input:

Use the Thinking Map (Appendix 3) as a note-taking guide. Use the Prezi presentation (<http://prezi.com/mizxqk3pzscn/analyzing-the-causes-symptoms-and-effects-of-anxiety/>).

What is anxiety? It is normal to experience anxiety, defined as an uneasy feeling or the act of worrying about what may happen. What are the causes of anxiety? Ask students to list some causes of anxiety and record those on the thinking map as you discuss. (Examples are loss, hormonal changes, and stress, such as big tests, competitions, and family problems).

What are the symptoms of anxiety? Have the class brainstorm symptoms while writing them on the board. (Examples from the Prezi include: sweaty palms, flushed face, difficulty breathing, increased heart rate, headaches, stomach ache, muscular tension etc.) Emphasize to the class that symptoms are mainly physical conditions.

What are the effects of anxiety? (Examples include: not able to accomplish goals, grades dropping, poor health, and increased tension in relationships.) Be sure to connect symptoms with effects. Illustrate how physical symptoms affect emotional and behavioral difficulties.

Anxiety is sometimes confused with depression. Depression is defined as a prolonged feeling of helplessness, hopelessness and sadness. Ask students how they would describe the difference. After students have shared their ideas, play the YouTube video from the Prezi and discuss.

Most teens want to know if what they worry about is normal. Begin with Appendix 4, Signs of Excessive Anxiety. Emphasize how excessive anxiety affects individuals throughout everyday life. When anxiety begins to interfere with all aspects of life, then one may begin to feel trapped. Tell students that if they feel they have excessive anxiety, they should seek help. They might talk to their parent, teacher, counselor, or doctor.

Distribute Appendix 5, Tools to Reduce Stress, and Appendix 6, Study and Test Taking Tips to Reduce Anxiety. Explain, *The first handout provides a review of stress management tools. What are other effective ways to minimize stress in your life? The second is offered to help reduce the anxiety of test taking.*

Guided Practice:

In Appendix 7, six short stories will be analyzed. Divide students into small groups to discuss and analyze the samples. Encourage students to view the Appendix 5 and Appendix 6 worksheets to help analyze these scenarios. For each, pose these questions, *1) What are the causes and effects of anxiety? 2) Is this individual experiencing normal or excessive anxiety? 3) What coping strategies are used or what coping strategy would you suggest?*

Once students have finished working in groups, go over each scenario, making sure to address the questions listed. [This practice step is illustrated on the Prezi for the teacher to display.]

Independent Practice:

Option 1

For students to apply the concept of planning ahead to reduce anxiety, provide materials created from Appendix 8a, b, c – Making Your Own Calendar may also be good tools to illustrate planning ahead, good study skills and individual responsibility.

Option 2

Ask students to make a collage using magazine or newspaper pictures of their biggest “anxiety-creating event” and include the stress relieving tools they employ to minimize the effects. Ask them to bring it in the next day and if they are able to discuss it, present it to the class. Explain that it often helps us to know we are not alone in how we feel.

Option 3

Ask students to write a poem or compose a song to tell about a time when they had normal anxiety. Ask them to include how they were able to find relief.

[Teacher’s Hint: If you made a collage, wrote a poem, or composed a song and shared it prior to class, it might help the students feel more comfortable sharing. It is important that they know this is not just a teen issue. Adults have anxiety and learn coping skills too.]

Closure:

You have worked hard to learn the causes and symptoms of anxiety, and the difference between normal and excessive anxiety. You also participated in an exploration of stress management behaviors that can help decrease the severity of normal anxiety. You have learned that almost everyone occasionally experiences anxiety. I hope that when you do feel anxious, you are able to use some of the coping skills we have discussed.

5 Types of Anxiety

Type of Anxiety	Symptoms
1. Generalized Anxiety Disorder	a. Unexpected and repeated episodes of intense fear
2. Obsessive Compulsive Disorder	b. A pattern of constant worry and anxiety over many different activities and events
3. Panic Disorder	c. Unwanted and repeated thoughts, feelings, ideas, sensations, or behaviors that make them feel driven to do something
4. Post Traumatic Stress Disorder	d. A persistent and irrational fear of situations that may involve scrutiny or judgment by others, such as parties and other social events
5. Social Phobia	e. This anxiety can occur after you've seen or experienced a traumatic event that involved the threat of injury or death

Questions:

1. Can two people experience the same stress yet only one acquires an anxiety disorder? If so, why?

2. If you found out that somebody around you had social anxiety disorder, how would knowing this help to better understand that person?

3. Does an anxiety have to be logical for it to be a serious concern? How might an irrational fear or worry be the worst kind?



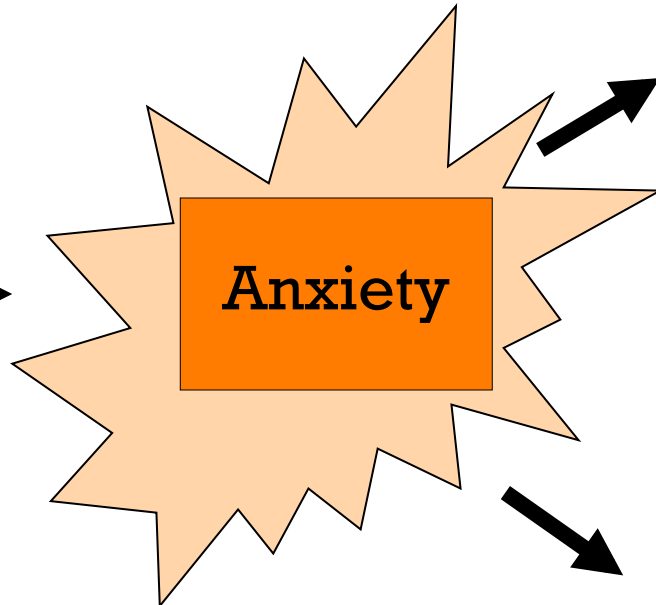
Don't Worry, Be Happy Lyrics

Performed by Bobby McFerrin

Here is a little song I wrote
You might want to sing it note for note
Don't worry be happy
In every life we have some trouble
When you worry you make it double
Don't worry, be happy.....
Ain't got no place to lay your head
Somebody came and took your bed
Don't worry, be happy
The landlord say your rent is late
He may have to litigate
Don't worry, be happy
Look at me I am happy
Don't worry, be happy
Here I give you my phone number
When you worry call me
I make you happy
Don't worry, be happy
Ain't got no cash, ain't got no style
Ain't got no girl to make you smile
But don't worry be happy
Cause when you worry
Your face will frown
And that will bring everybody down
So don't worry, be happy (now).....
There is this little song I wrote
I hope you learn it note for note
Like good little children
Don't worry, be happy
Listen to what I say
In your life expect some trouble
But when you worry
You make it double
Don't worry, be happy.....
Don't worry don't do it, be happy
Put a smile on your face
Don't bring everybody down like this
Don't worry, it will soon past
Whatever it is
Don't worry, be happy.

Thinking Map: Causes and Effects

Causes
Example: fear of failure



Symptoms
Example: not able to sleep

Effects
Example: unable to accomplish your goals

Signs of Excessive Anxiety

It is considered normal to have anxiety when you are facing a big test or public speaking. Anxiety helps us keep focus. However, excessive anxiety (which interferes with daily life) may indicate an anxiety disorder that needs treatment. Teens should seek help if anxiety causes them to:

- Have feelings of fear or worry most of the time.
- Be easily distracted and have difficulty concentrating.
- Have muscle tension and be unable to relax.
- Have changes in appetite.
- Have difficulty falling asleep.
- Experience physical symptoms such as headache or upset stomach.





Tools to Reduce Stress

Reduce the Number of Commitments

We often fall into a trap that we believe we can take on more than we should. Before you say, “Yes” to a request, ask yourself if you have time to do what is being asked. Will it add stress to your life? Will the rewards outweigh the stress? If you need to say no, politely explain that you are not able to take on an additional activity.

Time Management

The wonderful thing about 9th grade is that you get to choose among many new and interesting activities. But this requires you to take responsibility for scheduling your time efficiently. Setting priorities correctly is a sign of maturity and the best tool for reducing stress. Homework and studying should be at the top of your list. Use a calendar. Place test dates on your calendar. Studies show that individuals who study several nights in a row before a test perform better than those who try to learn all the information the night before the test.

Believe in Yourself

It is easy to think negative thoughts before stressful situations. “I never have been very good with math!” “Everyone knows algebra is hard.” While it may seem more difficult, it is far more productive to concentrate on positive self-talk. Try to come up with sentences with a positive tone. “I have been studying very hard for this test, I’m sure I will do well.” Since this is self-talk, no one will hear it but you. You could even sound like you are bragging. “I am very smart. I am wise, good looking, and cool. I am the master of the universe.” So what if you chuckle to yourself, the trick is to relax and to keep out the negative “vibes”.

Exercise and Eat Well

A wise man said, If your mind is tired, exercise your body. If your body is tired, exercise your mind.

If you have been studying hard, take a break. Try taking a walk, shooting some hoops, or going for a bike ride. When you return, you should feel more mentally awake and ready to return to the books. Anxiety may be accompanied by physical sensations including increased heartbeat, shortness of breath, stomachaches, or head aches. A healthy body will come to your aid.

What other stress relievers do you know?

Study and Test-Taking Tips to Reduce Anxiety

Studying:

- Prepare in advance. Keep up with the class.
- Know the vocabulary. Be able to put the definition into your own words.
- Make up your own test. This helps you know which areas are the most important.



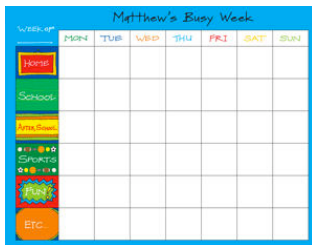
Test Taking:

- Take a deep breath or two. This will help you focus.
- Read the directions before you begin.
- Read all the answers before choosing one.
- Answer questions you know first. This builds confidence. Then answer the questions which carry the most weight. (Count the most points.)
- Watch for words like “NOT”, “EXCEPT”, “ALWAYS” and “NEVER”.
- Use blank paper to help you solve the problems. Draw diagrams or charts to help you solve the problem.
- When you have to guess, research shows the first answer to enter your mind is typically correct.
- Go back and recheck your answers if you finish before your classmates.



Is This Individual Experiencing Normal or Excessive Anxiety?

1. Kim loves her math teacher but before every exam she fears that she will do poorly and the palms of her hands sweat. On occasion she has even felt it difficult to breathe. After she solves the first two or three problems, she always feels better.
2. Jeff's father has left the family home. His mother has said that she wants a divorce. Jeff has not slept very well in over a week and he worries that there will not be enough money for them to buy food, much less remain in their house. He gets a little dizzy when he thinks about how he is going to take care of his little sister. He is so tired that he is unable to do his schoolwork and his grades are beginning to suffer.
3. Bob hates to read out loud in class. Once when he did so, he stumbled on a word and everybody laughed. It embarrassed Bob and since then, he prays the teacher will not pick him to read..
4. Jane hates basketball. She is very poor at sports, but basketball is her least favorite. Once a month, the PE teacher makes all the students compete with each other shooting hoops. Just before Jane's turn, she feels nervous, almost sick to her stomach. Once PE is over, she is fine.
5. Matilda's father announced that his job might be moving to a large city across the nation. He will not know if they will have to move until next month. Matilda has lived all her life in her home and her loving grandparents live right next door. Matilda is scared that she might have to move and never see her friends or grandparents again. She finds herself worrying about it for long periods during the day and not participating in the things that used to bring her pleasure.
6. Liz is sitting in class when she realizes she did not do her spelling homework. Her face begins to feel hot, her hands begin to sweat, and she can feel her heart pounding.



Making Your Own Calendar

With computers and clip art, it is fun to create and keep your own calendar. It can be done electronically, or on paper. Here are some ideas. Try one yourself.

Many college students use “A Week at a Glance” calendars which contains one piece of paper for each week in a semester. They add in all their tests, important papers and projects and then back date smaller steps in order to accomplish the larger task in bite size portions. (This is reverse planning.)

Example:	Research paper is due	May 1
	Final draft must be finished	April 24
	Rewrite - take last draft to writing center	April 10
	Write first rough draft – take to writing center	April 1
	Begin research	March 3
	Refine topic, create outline	February 25
	Go to library and do preliminary research	February 21
	Select topic, confirm with teacher	February 15

The good thing about this calendar is if you do not get to a planned activity, you can write it on next week’s calendar. Also, it is fun to throw a page away at the end of the week. It helps you maintain focus when the pages get fewer and fewer.

Calendars should also have on them personal events, birthdays, parties, dances and other fun activities.

Don’t forget to think of others. If your sibling has an important award ceremony or your parents have asked you to baby sit, you will be showing responsibility to add those in and remember them.

There are beautiful picture calendars available at your local bookstore, and they may have one that will look great on your bedroom wall. There are also books for sale which can hold more than just a calendar. They may have space for extra paper and a pen. Many software companies sell their calendar software with computers. Chances are good if you own a computer it comes with a calendar.

The important thing is to discipline yourself to Use Your Calendar!



EXAMPLE OF “WEEK AT A GLANCE” CALENDAR

Date	Tasks	Complete Check Mark
Monday March 17	Re-write rough draft for English Finish studying for Bio exam Practice Piano	
Tuesday March 18	Biology Exam Take English paper to Mrs. Phillips for help after school Piano lesson - 4:00	
Wednesday March 19	Pizza Party w/ Student Government after school Choir Practice - 7:00 pm Practice Piano	
Thursday March 20	Write final version of English paper Practice Piano Ricky's B-day tomorrow - make card.	
Friday March 21	English Paper due to Mrs. Phillips See Coach Harvey regarding basketball tryouts. Practice Piano Clean upstairs bathroom	
Saturday March 22	Mow lawn Walk neighbor's dog	
Sunday March 23	Church - Pick up Granddaddy Walk neighbor's dog Piano Recital at Church - 4:00 pm	



TEMPLATE – “WEEK AT A GLANCE” CALENDAR		
<i>Date</i>	<i>Tasks</i>	<i>Complete Check Mark</i>