

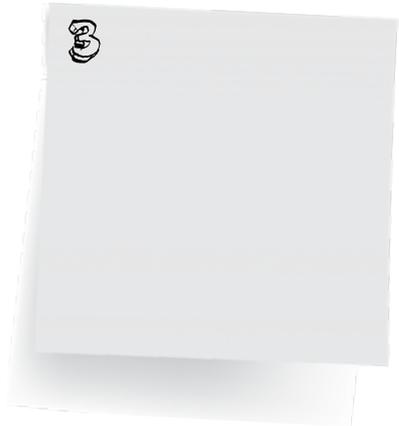


PRESSURE

Where anxiety comes from and how to handle it better



List 3 key takeaways from this video



LIVE NOW
DO NOW!

STORY

- Patrick is a high achiever. He is very competitive. He likes to be good at everything and he likes to win. In fact, he is a very bad loser. Once he smashed his Playstation because he lost a big game to one of his friends.
- Anna is a perfectionist. She likes to get things right. She struggles to get her homework finished before 9pm. She spends a lot of time going over the details. She feels her friends are more intelligent. She is afraid that they will get better exam results and she will fall behind. She feels anxious all the time.
- Patrick also gets some pressure from his parents. They want him to do well and they mean really well. However, they are constantly checking up on him to see if he is doing his homework and study. They can be so "annoying" especially as some of his friends don't have their parents interfering as much. He also worked hard to pass his driving test. He is delighted that he got it first time. However, his parents still won't let him drive the car unless they accompany him.
- Anna is also quite shy. She can find it difficult in school around people. She prefers to be that person who is "invisible" and hides off to the side. If she is asked to speak in class she gets very

Story

anxious. Her face goes red and her voice quivers. She prefers not to answer if she can avoid it.



Patrick is ambitious. He wants to go to college and get a good degree. The course he wants to get has high points in the Leaving Cert. Sometimes he worries he won't get the grades to get the points. He also plays football at a high level. So he spends a lot of time training and playing matches. This means he doesn't have as much time as he likes to study. This can get very stressful.



The good news is that Patrick has learned to manage his anxiety. Anna is also learning such tools. Working with a counsellor has been very helpful to both students. The first way to manage anxiety better is through prevention. This is where both students have learned to practice breathing techniques and mindfulness everyday to keep their anxiety levels low. The second way to work with anxiety is by intervention. This is where both students have learned to perform certain techniques such as Time Out, Think and Turn to help them calm down with they are presented with a situation that makes them anxious.

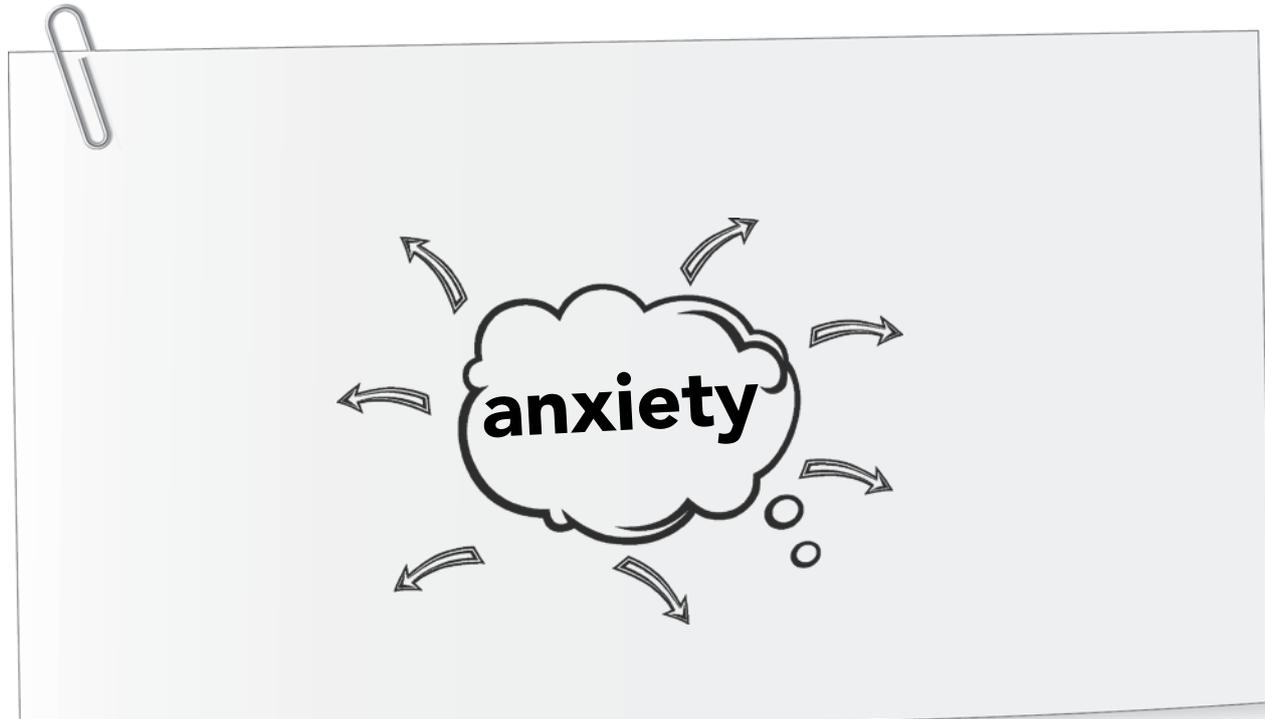


“ A problem shared is a problem halved. ”

Game 1

MY ANXIETY

Write down 4 or 5 things that make you anxious. After you have spent a minute writing them down, discuss these with your buddy and see if you have anything in common. (Please keep these conversations private afterwards).



**PRESSURE****Game 2****PREVENTION AND INTERVENTION**

Put a "P" next to the techniques described below that you could use as a prevention to deal with anxiety. Put an "I" beside anything you can do as an intervention.

P or I	Technique
	Breathing when I get nervous during a test
	Drinking lots of water when I wake up
	Meditation when I get home from school
	Time Out, Think and Turn when I feel panicked in class
	Focusing on having my hands on the desk if I blush in class
	Eating healthy "green" foods such as broccoli and spinach every day
	Talking to a counsellor once per week
	Running or walking every day after school
	Listening to music as I travel into school
	Talking to my teacher about something I am struggling with

Game 3**LOST AT SEA**

Get into a group of 5 or 6. Your group has chartered a yacht. A fierce fire broke out and the yacht was severely damaged. The yacht is sinking. You salvaged 10 objects listed below. Your task is to rank the 10 items in order of importance as you wait to be rescued.

- | | | | | |
|--------------------------|-------------------------|--------------------------|------------------------|--|
| <input type="checkbox"/> | Magnifying glass | <input type="checkbox"/> | Maps of the ocean | Take five minutes to rank each object based on its usefulness. |
| <input type="checkbox"/> | Potato peeler | <input type="checkbox"/> | Small transistor radio | |
| <input type="checkbox"/> | Shaving mirror | <input type="checkbox"/> | Some wool | When the five minutes are up, each team presents their solution along with their reasoning to the class. |
| <input type="checkbox"/> | Shark repellent | <input type="checkbox"/> | A book | |
| <input type="checkbox"/> | Three bars of chocolate | <input type="checkbox"/> | Matches | |

Reflect and Connect

Rate each of the learning intentions below by shading each section. Read each statement and shade in the area to get a visual on how today's lesson was for you.

1 = Lowest level

5 = Highest level

The graphic is a large circle divided into six puzzle-piece sections by a horizontal line and two diagonal lines meeting at the center. Each section contains a learning intention statement and a vertical rating scale from 1 to 5. The sections are:

- Top:** 6. I did my best and didn't give up. Rating scale: 5, 4, 3, 2, 1.
- Top-Right:** 1. I enjoyed today's story. Rating scale: 5, 4, 3, 2, 1.
- Bottom-Right:** 2. I understood the goal of today's lesson. Rating scale: 5, 4, 3, 2, 1.
- Bottom:** 3. I asked questions when I didn't understand. Rating scale: 5, 4, 3, 2, 1.
- Bottom-Left:** 4. I got involved in the class and the games. Rating scale: 5, 4, 3, 2, 1.
- Top-Left:** 5. I worked well with others. Rating scale: 5, 4, 3, 2, 1.