

Identifying Anxiety

Foundational Lesson 3rd to 6th Grade

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Teachers

Definition: Anxiety is the feeling of worry or nervousness; unease feeling.

Discussion Points

- Anxiety is strong feelings of fear or worry.
- Everyone feels anxiety.
- It's ok to feel anxiety.

Discuss with students what anxiety is. Review the discussion point questions.

Possible activities to review the discussion point:

- The group should form a circle. Ask a question and allow students to toss a bean bag to those who would like to answer the question.
- Play tic-tac-toe by dividing the group into teams. Write discussion questions on a post-it note and place them on the tic-tac-toe grid. Allow a representative from the team to select a post-it note and as a team develop an answer to the question. If they get it right they may put their teams marker (x or o) on the grid.

Activity 1: Anxiety Scavenger Hunt

Discuss with students that everyone feels anxious at times. What is important is how we respond to our anxiety. Brainstorm what facial features and body language allows us to know that someone may be anxious. Make a list on the board for students to see.

Students should work with a partner to go on a scavenger hunt through picture books or magazines to find characters that may be anxious. Allow students to share their pictures as well as what causes them to feel the person is anxious.

Materials Needed:

- *Variety of picture books and/or magazines*
- *Chalkboard or chart paper*

Activity 2: Recognizing Anxiety

Review what anxiety is: Anxiety is the feeling of worry, nervousness, or unease feeling.

Discuss possible reason for Anxiety.
Allow students to share other reasons.

- People may feel anxious because they are unsure how to deal with a situation.
- People may feel anxious because of the stress at school or work.
- People may feel anxious because they fear germs.

Allow students time to complete student activity sheet A and then discuss.

Materials Needed:

- *Student Activity Sheet A - 1 per person*
- *Pencil for each student*

Activity 3: How does anxiety affect others?

Discuss how others feel when someone near them is anxious. Students should complete student activity sheet B and then discuss when all are finished.

Materials Needed:

- *Student activity sheet B - 1 per student*
- *Pencil for each student*

Lesson Extension: Listening Comprehension and Grammar Review

Explain that a script is a form of dialogue writing between characters in a movie, play, or broadcast. Utilizing the immersive reader students should listen carefully as the teacher plays the example scripts below. Replay the script if needed. Allow students time to answer the questions on student activity sheet C.

After students have finished, discuss the listening comprehension questions together.

Example script of identifying anxiety:

Mr. B: Good morning Silas. I see you are restless.

Silas: Yes, and my stomach hurts. I really just want to be alone.

Mr. B: Silas, I think you are feeling anxious. How about we take a walk.

Example script of dealing with anxiety inappropriately:

Mr. B: Good morning Silas. I see you are restless.

Silas: Yes, and my stomach hurts. I really just want to be alone.

Mr. B: I think you are just making it up. You are fine.

After completing the listening comprehension portion of this activity provide students a copy of student activity sheet D. Point out to students the features of script text to indicate which character is talking. Remind students that this is a dialogue between characters.

Allow students time to complete activity sheet D.

Display the script using the immersive reader, highlight the nouns in the script. Students should self check their work to determine if they correctly named two nouns. Repeat the process for verbs and syllables.

If time allows students may partner together and role play the script.

Materials Needed:

- *Student Activity Sheet C - 1 per student*
- *Pencil for each student*
- *Student activity sheet D - 1 per student*
- *Red and purple colored pencil or crayon*

Script Writing and Animation

Review and discuss example scripts from lesson extension.

In small groups, have the students create scripts identifying anxiety appropriately and inappropriately. Use the script sheet to create students scripts.

Have students record their scripts using SiLAS software for social skills. Remember to name and save their work. Premiere the movies with the group members at the end of each session.

Materials Needed:

- *Script sheet for each group*
- *Pencil for each student*

Lesson Review

Review with students signs of anxiety. Allow students to individually complete the student lesson review sheet. After finished discuss answers.

Materials Needed:

- *Student Lesson Review Sheet - 1 per student*
- *Pencil for each student*

Read Aloud Recommendations: Completing a read aloud with students is a great way for them to see and learn social skills as well as incorporating reading skills. Below are some books that could be used to reinforce the concept. Read and discuss as appropriate for level and as time allows throughout the lesson.

- *What to Do When You Worry Too Much: A Kid's Guide to Overcoming Anxiety* by Dawn Huebner, PhD
- *David and the Worry Beast* by Anne Marie Guanci
- *Is a Worry Worrying You?* by Ferida Wolff
- *Sea Otter Cove: A Relaxation Story* by Lori Lite
- *Little Mouse's Big Book of Fears* by Emily Gravett
- *A Boy and a Bear: The Children's Relaxation Book* by Lori Lite
- *Don't Panic, Annika!* by Juliet Clare Bell
- *Wemberly Worried* by Kevin Henkes
- *Wilma Jean the Worry Machine* by Julia Cook
- *What to Do When You're Scared and Worried* by James J. Crist
- *When My Worries Get Too Big!* by Kari Dunn Buron
- *The Worry Glasses, Overcoming Anxiety*, by Donalisa Helsley
- *I Feel Worried!* by Nadine Briggs and Donna Shea

Students

[Go to only student curriculum](#)

Student Activity Sheet A

Directions: Brainstorm, or develop ideas, reasons a person may feel anxious.

Signs of Anxiety

Agitation	Crying
Restlessness	Unable to settle down
Unable to focus	Picking at skin
Headaches or stomach aches	Checking things over and over
Avoidance of situations	Wanting to be alone

Have you observed other signs of anxiety in people you may know? List them here:

Student Activity Sheet B

Read the following scenarios. Write how you would feel if you were near.

Silas is worried he will not pass his math test. He begins to cry. How does this make you feel?

Tori is anxious that she will she will not be invited to the birthday party. She feels very alone and sits on the curb by herself during recess. How does this make you feel?

Germs make Donny anxious. When someone bumps into him in the hall he brushes and blows the germs off and begins to yell at the individual. How does this make you feel?

Student Activity Sheet C

Read the following scenarios. Write how you would feel if you were near.

Who are the characters in this script?

How did Mr. B know Silas was anxious?

What did Mr. B suggest Silas do to reduce his anxiety?

Can you think of a time you have been anxious? Tell about it.

Student Activity Sheet D

Directions: In the scripts below circle two nouns in purple that name a person and one noun that names a place. In red circle two verbs.

Remember: A **noun** names a person, place, thing, or idea. A **verb** names describe an action, state, or occurrence

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Example script of dealing with anger inappropriately:

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Silas: Yes, and my stomach hurts. I really just want to be alone.

Mr. B: I think you are just making it up. You are fine.

Directions: How many syllables do you hear in the words below?

Silas

hurts

restless

alone

anxious

Student Lesson Review Sheet

Directions: Determine if the individual in the scenario is feeling anxious. Circle thumbs up if they are and thumbs down if they are not. Discuss why you selected the answer.

1. Tori is excited that she got a new bike for her birthday. She tells Chris all about it.

2. Silas is worried about his upcoming math test. He begins picking at his fingernails.

3. Donny is worried that someone will take his pencil while he is at recess. He goes back to his desk many times to check to make sure it is where he has hidden it.

4. Chris shuts his finger in his locker door. He begins to cry in pain

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Foundational

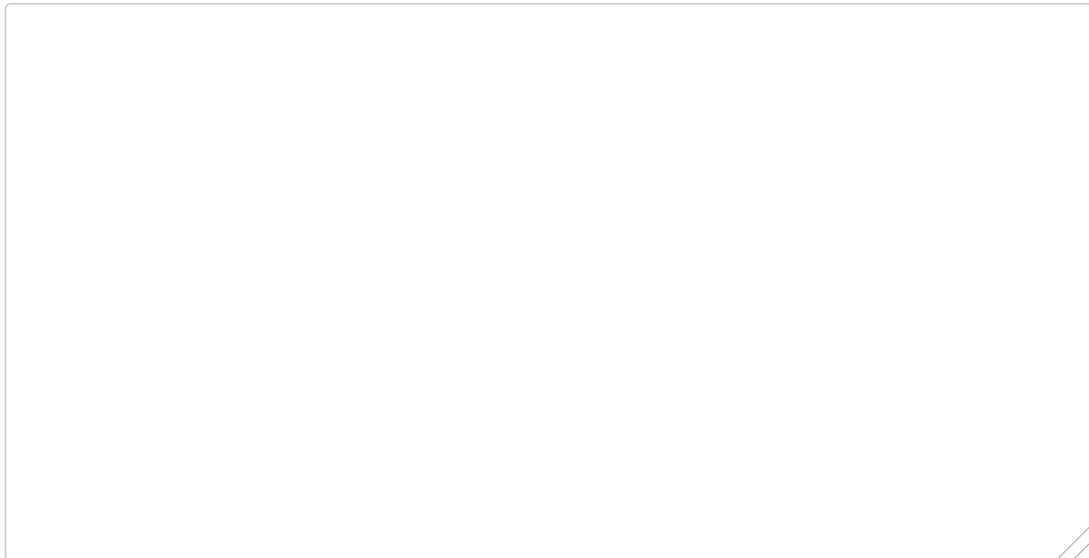
Parents

Review the following discussion topics with your child.

- Review with your child what anxiety is.
- Discuss with your child what clues help them know someone is anxious.
- Allow your child to share how they feel when others are anxious.

Activity

Draw or write how a person who is anxious may appear.

A large empty rectangular box with a thin grey border, intended for a drawing or written response. There is a small double-slash mark in the bottom right corner of the box.