



Facing Anxiety

Discussion and Activity Guide

Tips for Online Learning Success

Organizing Materials

- Have the Discussion and Activity Guide open and ready
- Have supplies to take notes as desired
- Be comfortable
 - Snacks and beverages
 - Comfortable seating
 - Ability to move
- Take breaks – some will be planned but please feel free to take short breaks as needed

Deepening the Learning

- Please participate!
 - Share ideas, questions, and comments
 - Make use of Raise Hand or Chat features
- Using Zoom
 - Keep your camera on as much as possible. This helps create community and increases interaction.
 - We recognize brief off-camera moments may be needed. If your internet is unstable, turning off your camera can help with this.
 - Mute mic when not speaking
- Breakout rooms will be used for discussions and activities. You will be unable to see the presentation in these “rooms” so make use of your Discussion and Activities Guide

Activity: The Face of Anxiety



- Assign a Notetaker and Reporter
- Reflect on what you already know about anxiety
- Brainstorm adjectives used to describe individuals who struggle with anxiety
- Be prepared to share

Our Group Number is: _____

Activity 1

Assign a notetaker and a reporter. Use the following space or notebook page to brainstorm all the words that can describe an anxious student that you can identify as a group. When we return, we will ask a group to volunteer to share their list. Other groups can share additional ideas to create a comprehensive understanding of ways we observe and describe anxiety.

Describing Anxiety

Discussion

- Impact on Appearance or Abilities
- Impact on Daily Life
- Impact on Peer Relationships
- Impact on Family or Family Relationships
- Impact on School Staff

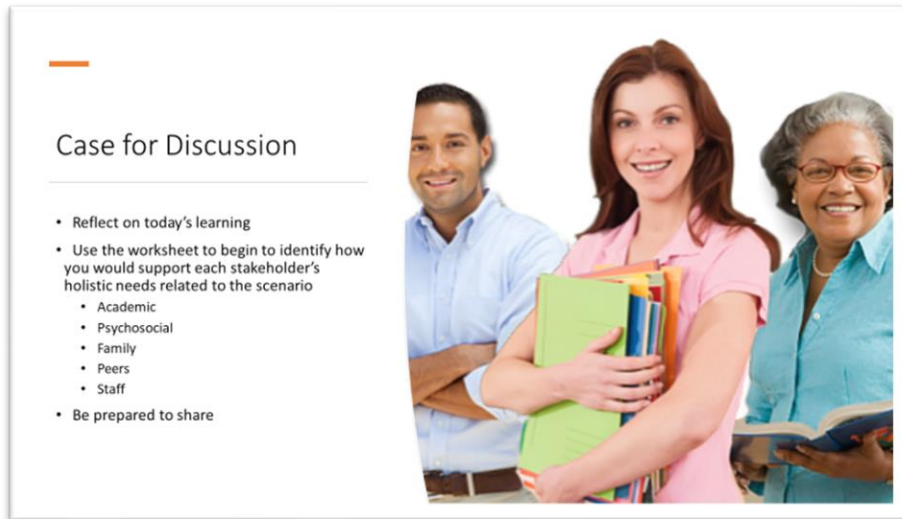


Activity 2

Each group will be assigned one of the areas of impact above. Brainstorm and capture ideas related to your topic. Please be prepared to share with the large group.

Our Assigned Area of Impact is: _____

How might an Anxiety Disorder impact this area?



Case for Discussion

- Reflect on today's learning
- Use the worksheet to begin to identify how you would support each stakeholder's holistic needs related to the scenario
 - Academic
 - Psychosocial
 - Family
 - Peers
 - Staff
- Be prepared to share

Activity 3

Julia is 16 years old and was recently diagnosed with generalized anxiety disorder with features of panic attacks. She is an above average student in several AP classes, plays in the wind ensemble and on varsity soccer. Her peers and teachers have noticed that she is more disruptive and argumentative lately or, like the other day, she started crying in class for no reason.

At home Julia lives with primarily with her mom and her little brother. She sees her dad every other week. The parental relationship has remained contentious since the divorce. The school nurse shared that Julia will be starting a new medication that is supposed to help but that Dad has shared he does not agree with this decision. He feels when Julia is at his house, she will not need to take it.

Julia's little brother, Sam, is in 8th grade. He is involved in robotics club and jazz band but lately he hasn't been coming to afterschool time as often. His homework is sometimes late or missing. He's shared with his teacher that his sister needs lots of attention right now so is spending lots of time on his own.

If this student were in your school/district, how would you...

1. Support Julia's **academic needs**?
2. Support Julia's **psychosocial needs**?
3. Support Julia's **parents/caregivers and/or siblings**?
4. Support Julia's **classmates and/or friends**?
5. Support Julia's **educational team**?