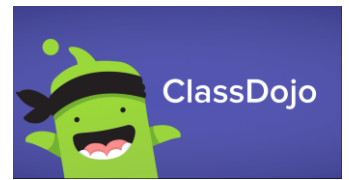




The Anxiety Beast

Growth Mindset



Year	Year 5
Lesson No. & Duration	Lesson: 5 Duration: 52-64 minutes
Learning Intentions	<ul style="list-style-type: none"> • Students will be introduced to the physiological signs of anxiety in the body and reflect upon how their body responds to anxiety. • Students will learn mind and body strategies for decreasing anxiety. • Students will practice deep breathing. • Students will formulate a plan for taming their anxiety beast.
Preparation	<ul style="list-style-type: none"> • Source the clip from Task 1. Have this set up and ready to play. • Print 'My anxiety beast...' worksheets (1 per student). • Print 'Taming my anxiety beast...' worksheets (1 per student).
Materials Required	<ul style="list-style-type: none"> • Internet access and data projector • 'My anxiety beast...' worksheets • Glue • Me Tree Scrap books • Ping pong balls (enough for half the class to use at the one time) • Post it notes (1 per student) • Plastic cups (1 per student) • Straws (1 per student) • 'Taming my anxiety beast...' worksheets
Lesson Structure	<p>Task 1: (5 minutes) Mojo meets the beast</p> <ul style="list-style-type: none"> • Recall that in Years 3 & 4, students were introduced to Mojo and his friends. They watched him learn to embrace challenges, grow his brain, learn from mistakes and persevere through challenges. • Highlight that today, they will watch what happens when Mojo meets the beast. • Play this clip https://ideas.classdojo.com/f/the-beast/0 <p>Task 2: (5-7 minutes) Group discussion</p> <ul style="list-style-type: none"> • Draw a large outline of a person on the board. • Highlight that when we meet our anxiety beast, our bodies can respond in particular ways.

- Ask the students to recall some of the body signs Katie talked about (i.e. palms sweaty, heart beating fast). Draw these on the person on the board.
- Ask students to identify other body signs associated with anxiety (i.e. butterflies in tummy, feeling hot, racing thoughts, feeling nauseous etc). Draw these on the person also.
- Explain that anxiety is a normal feeling and everyone experiences it.
- Highlight that understanding how your body responds to the anxiety beast, is the first step to taming it.

Task 3: (10-12 minutes) My anxiety beast...

- Students complete 'My anxiety beast...' worksheet and paste in their Me Tree Scrap books.

SAMPLE

Task 4: (10 minutes) Group discussion

- Recall that Mojo wondered whether he could tame or even make friends with the beast. Ask students if they think this is possible and discuss why/why not.
- Highlight that whilst we can't help the beast showing up at times, we can limit its effect on our emotions by taming it.
- Write two headings on the board: MIND and BODY.
- Explain that to tame the beast, we need to do things that will help both our minds and our bodies.
- Ask students what sort of things they could do with their minds to decrease anxiety (i.e. discard red thoughts, engage their thinking with green thoughts, positive self talk etc.)? Write these on the board.
- Ask students what sort of things they could do with their bodies to decrease anxiety (i.e. take deep breaths, exercise, ask for a hug, take a break etc). Write these on the board.
- Highlight that deep pressure is a great way of relaxing and regulating our bodies when they feel anxious. See if students can recall some R&R deep pressure activities and write these on the board (i.e. hand hugs, chest bear hug, leg bear hug, praying hands, pulling hands).

Task 5: (12-15 minutes) Deep breathing

- Put a circle around 'deep breathing/ take deep breaths'. Explain that when we start to feel anxious our breathing becomes short and shallow in our upper chest. If we keep

breathing that way, our nervous system becomes overwhelmed and more often than not we will melt down.

- Highlight that it is really important therefore that the first thing we do to tame the beast is to draw our breath back down towards our diaphragm (show where this is on your body).
- Highlight that students are going to practice deep breathing with two activities. Explain and demonstrate each:

PING PONG BLOW: In this activity, students get a ping pong ball, put it on the floor, crouch down behind the ball, take a deep breath and blow it forward. Students then mark with a post it note, how far the ball rolled. Students have a few turns and see if they can get the ball further each time.

WATER BUBBLES: In this activity, each student is given a plastic cup and a straw. They are to fill their cup up half full with water. Students take a deep breath and blow through the straw gently and slowly to make little bubbles in the cup. If they blow too hard or fast, the water will spill out of the cup. Students work in pairs to time each other as to how long they can blow bubbles for. Students have a few turns and see if they can get the ball further each time.

- Divide the class into two groups and assign each group an activity to start on. After 5 minutes, swap activities.

Task 6: (10-15 minutes) Taming my anxiety beast...

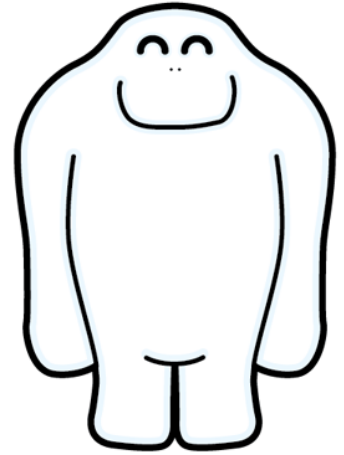
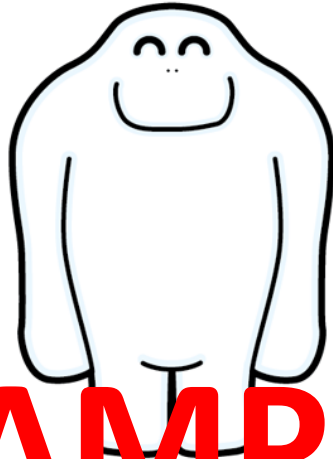
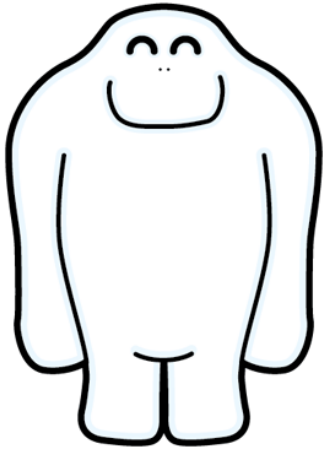
- Students complete 'Taming my anxiety beast...' worksheet and paste into their Me Tree Scrap book.

PLEASE NOTE: If you are after additional resources for this topic, the children's story book 'Hey Warrior' by Karen Young is a great option. It explores the role of the amygdala in anxiety. It also takes a positive spin on anxiety, exploring how it often coexists with courage and the opportunity to do something brave.



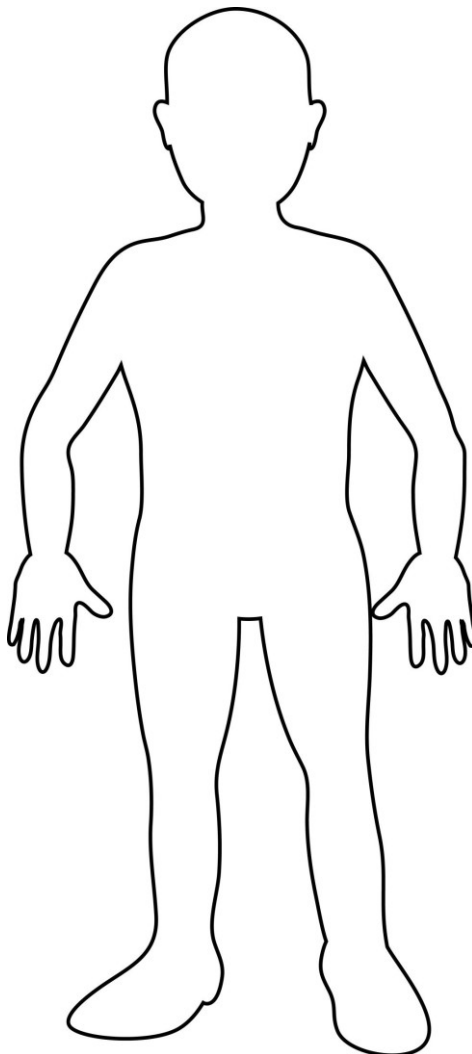
My anxiety beast...

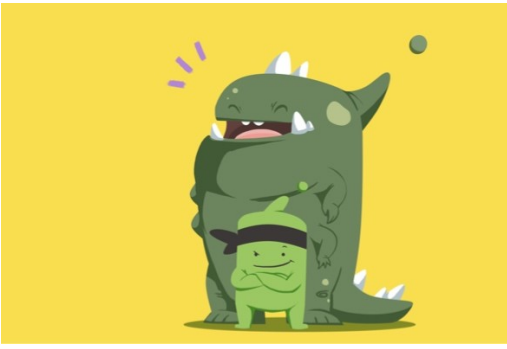
In what situations does your anxiety beast come out? Write them on the
beasts below:



SAMPLE

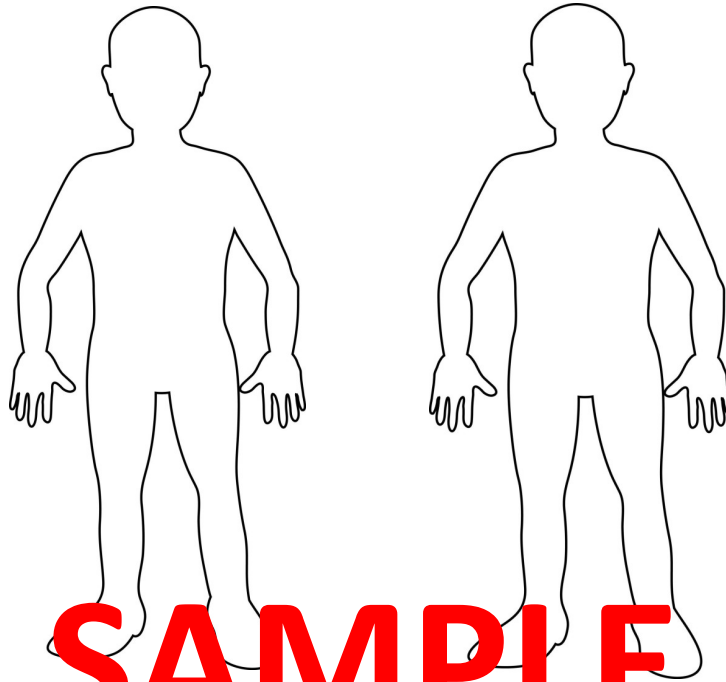
Draw on the person below what happens to your body when you meet the beast?





Taming my anxiety beast...

When feeling anxious, what two things will you try to calm your body?
Write them on the bodies below:



SAMPLE

What are some green thoughts that will help calm your mind when you are feeling anxious? Write them in the thought bubbles below:

