

# Hiding In Your Shell: Fear and Anxiety

Grade 6 – Health and Physical Education



## Lesson Details

<b>Grade Level:</b>	6	<b>Curriculum Links:</b>	Health and Physical Education	<b>Time Needed:</b>	30 minutes
<b>Learning Goal</b>	To learn how to successfully prevent and cope with fear and anxiety.				
<b>Success Criteria</b>	By the end of this lesson, students will have reflected upon their emotions and learned how to cope with fear and anxiety in a meaningful and impactful way.				
<b>Specific Expectations</b>	<p><i>Identification and Management of Emotions</i></p> <ul style="list-style-type: none"> <li>Apply skills that help them identify and manage emotions as they participate in learning experiences in health and physical education, in order to improve their ability to express their own feelings and understand and respond to the feelings of others.</li> </ul> <p><i>Stress Management and Coping</i></p> <ul style="list-style-type: none"> <li>Apply skills that help them to recognize sources of stress and to cope with challenges, including help-seeking behaviours, as they participate in learning experiences in health and physical education, in order to support the development of personal resilience.</li> </ul> <p><i>Positive Motivation and Perseverance</i></p> <ul style="list-style-type: none"> <li>Apply skills that help them develop habits of mind that support positive motivation and perseverance as they participate in learning experiences in health and physical education, in order to promote a sense of optimism and hope.</li> </ul> <p><i>Self-Awareness and Sense of Identity</i></p> <ul style="list-style-type: none"> <li>Apply skills that help them develop self-awareness and self-confidence as they participate in learning experiences in health and physical education, in order to support the development of a sense of identity and a sense of belonging</li> </ul>				
<b>Materials Needed</b>	Worksheet (attached), Pencil.				

## Lesson Description

<b>Overview</b>	Through a reflection activity, students will focus on their fears and anxiety while learning how to cope with them in times of distress.
<b>Activity</b>	<ol style="list-style-type: none"> <li>Begin by defining what anxiety is and how it can impact a person's well being.</li> <li>Next, share tips with the students on how they can learn to recognize an emotional crisis and how they can cope in the situation.</li> <li>Then, distribute the attached worksheet and have the students independently complete it.</li> </ol>
<b>Background Information</b>	<p>An emotional crisis can cause intense and overwhelming emotions, sometimes negative emotions. Various factors can trigger an emotional crisis: physical sensations, the environment, and behaviours. It's important to recognize what feelings, thoughts, and actions occur before a crisis in order to recognize it before it occurs.</p> <p>During a moment of fear or anxiety it's good to know some techniques in order to relax and calm down. Such techniques include: questioning your thought pattern (challenge your fears and take back control), focusing on your breathing (this helps slow your heart rate and calm down), writing down your thoughts (helps to be more organized and get</p>

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	<p>outside of your head.</p> <p>Part of this lesson is taken from skills and training related to Dialectical Behaviour Therapy which was developed by Marsha Lineman.</p>
<b>Blacklist Masters</b>	<ul style="list-style-type: none"> <li>• Worksheet (attached)</li> <li>• Video Link(s): <a href="#">Mental Health and Turtles</a></li> <li>• For more information, please visit <a href="https://www.turtleguardians.com/">https://www.turtleguardians.com/</a></li> </ul>
<b>Place-Based Learning</b>	<p>Just like a turtle when they are afraid or anxious, we too can hide in a shell until we feel comfortable again to poke our head out. Recognizing what makes use anxious and using our environment to become grounded and relaxed can help.</p>
<b>Inquiry-Based Learning</b>	<p>Using <b>Structured Inquiry</b>, the students will reflect upon their fears and anxieties.</p> <p>Ask the students:</p> <ul style="list-style-type: none"> <li>• What is anxiety?</li> <li>• How can you relax yourself during a moment of fear and anxiety?</li> <li>• Why is it important to recognize triggers before a moment of crisis?</li> </ul>
<b>Turtle Stories</b>	<p>Just like a turtle, we can sink into a shell when we are afraid. What helps you to come out of your shell when anxious or afraid. Make a stress ball to help relax during those stressful times. Students are encouraged to share their experiences, pictures, and worksheets on the Turtle Stories website, found here: <a href="https://www.turtlestories.ca/">https://www.turtlestories.ca/</a></p>
<b>Turtle Guardian Program Links</b>	<p>In <b>Level 1</b> (Ontario Turtle Identification) of the <b>Turtle Guardian Program</b>, students will learn how to identify all 8 species of Ontario's turtles and more facts about them. For more information, please visit <a href="https://www.turtleguardians.com/what-is-a-turtle-guardian/">https://www.turtleguardians.com/what-is-a-turtle-guardian/</a></p>

## My Notes



# Hiding In Your Shell: Fear and Anxiety

This activity will teach you to feel when you are going into an emotional crisis (experiencing fear and anxiety), so you can learn to interrupt the pattern.

## Part 1. Think of the Last Time You Had an Emotional Crisis

It can be anything that made you feel like you can't cope with the situation right in the moment.

### **Example of an Emotional Crisis:**

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## Part 2. Emotions, Thoughts, Behaviours (Before or During the Crisis)

In this step we will work on recognizing what we usually feel, think and do before and during the crisis.

**Emotions:** What did you feel during the emotional crisis? Try to remember. Is this how you usually feel when you experience fear/anxiety in similar situations?

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**Thoughts:** What do you usually think about before you experience fear/anxiety? Try to remember. Describe the exact words that you were thinking. Spend a couple of minutes to think about whether this is how you usually think when you find yourself in similar situations.

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**Behaviors:** Try to remember what you usually do before and during the emotional crisis. Think about the actions that you engage in. Is this a pattern for you or is it more specific to the situation that you picked?

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### **Part 3. Sensations, Environment and Key Triggers**

**Sensations:** Can you describe the physical sensations that you feel before or during the emotional crisis? Try to remember. Usually when we are experiencing fear/anxiety, our bodies manifest that in a way that we can physically feel.

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**Environment and Key Triggers:** Describe what usually happens in the environment around you before and during the emotional crisis. Is there something in particular that triggers your fear/anxiety? Recognizing the key triggers that cause your intense emotions can be a very helpful asset for next time when you find yourself in a similar situation.

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### **Part 4. Tips and Tricks for Calming Down**

What helps you to calm down and feel grounded. Write down some suggestions to remember the next time you experience fear/anxiety.

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