

ANXIETY in Class

10 Ideas for
Preventing & Managing

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**Sometimes my
mind feels like a
storm, and I
just want to
find the calm**



Anxiety Hacks

1 Feeling Safe

3 Coping Statements

5 If... Then...

7 Act As If

9 Progressive Muscle Relaxation

2 Breathing

4 Let it Go

6 Grounding

8 Safe Space Visualisation

10 Tigger

Anxiety Hacks

1 Feeling Safe

Find what faces, spaces and
activities currently feel good and
use these to springboard and
scaffold future success



Finding Safe Spaces & Faces

↪
@school

Feeling Safe, Calm & Happy

@home
↩

Who?

What?

Where?

Anxiety Hacks

1 Feeling Safe

2 Breathing

**Breathing exercises impact both
on our physiology and psychology,
gently taking control of both
body and brain**



5-7 Breathing



◀◀ In for 5

Out for 7 ▶▶

Anxiety Hacks

1 Feeling Safe

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2 Breathing

STOP anxious thoughts by
drowning them out with
self-affirming mantras



Coping Statements

Fight back with coping statements

I'm anxious but I CAN manage

I've done it before, I can do it again

Anxiety, you can't beat me!

This feeling will pass

I am more than my anxiety



Coping Statements

Coping Statements: Academic Anxiety

Academic anxiety is a common feeling among students. It can arise from sources, such as pressure to perform well on tests, fear of making mistakes about meeting expectations. Recognising that these feelings are valid is the first step towards managing them effectively. It's important to remember that everyone experiences anxiety at times, and there are ways to cope with it.

The Power of Coping Statements

Coping statements are positive affirmations that can help shift our thoughts to empowering beliefs. They serve as reminders of our strength, providing comfort and support during stressful situations. By using them, we can cultivate a more positive mindset, reduce anxiety, and enhance our ability to tackle academic challenges.

How to Use Coping Statements

Here are some ways to incorporate coping statements into daily life:

Identify Triggers: Encourage children to recognise situations that trigger anxiety, such as tests, presentations, or large assignments. Understanding these triggers can help them prepare better.

Select Personal Statements: Choose a few coping statements that resonate with them. Encourage them to personalise these statements or create their own based on their experiences and feelings.

Daily Practice: Integrate the chosen statements into their daily routines, before studying, or anytime they feel overwhelmed. Regular practice can help reinforce positive thinking.

Visualisation: Encourage children to visualise themselves successfully completing a task while repeating their coping statements. This can help reduce anxiety and increase confidence.

Share with Others: Discussing coping statements and strategies in a supportive environment. Sharing these affirmations with friends or family can provide additional support and positive practices.

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Coping Statements: Academic Anxiety

Coping statements acknowledge our how we're feeling but also acknowledge that we CAN do this. Here are some to get you started:

- I have the ability to learn and grow
- This anxiety is just a feeling, and it will pass
- I can take things one step at a time
- It's okay to ask for help when I need it
- I am more than my grades: I am capable and valuable
- I can take breaks and return to my work with a fresh mind
- I believe in myself and my abilities
- I can control my breathing and calm my mind
- I trust myself to make the right choices
- I am allowed to feel my emotions without judgment
- Each challenge is an opportunity for growth
- I have a support system that believes in me
- I will focus on what I can control
- It's okay to take breaks to recharge my energy
- I am learning to cope with stress in healthy ways
- I choose to focus on progress, not perfection
- I celebrate my efforts, no matter the outcome

add a few of your own

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Building a Supportive Environment

Encouraging open conversations about anxiety and coping strategies within the classroom can significantly impact a child's ability to manage their feelings.

Active Listening: Show understanding and empathy when children express their emotions. Validating their feelings can help them feel heard and supported.

Open Communication: Create an atmosphere where children feel comfortable sharing their concerns about school and academics without fear of judgment.

Regulation Techniques: Integrating emotional regulation techniques like deep breathing, grounding exercises, or progressive muscle relaxation into the classroom routine can help children manage their emotions more effectively. These strategies encourage children to regulate their emotions in healthy ways, allowing them to regain control during challenging situations with greater resilience and confidence.

Encourage children to acknowledge and celebrate progress, no matter how small. Praise their efforts and encourage a positive attitude towards learning.

Building a supportive environment takes time and practice. Encourage children to develop these skills. By utilising coping strategies in a supportive environment, they can build resilience and manage their emotions more effectively.

Students develop their own coping statements, which can help them manage academic anxiety effectively.



**What coping statements
could be effective for
your students?**

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Sometimes we need to find ways
to wash away or pause anxiety so
we can engage with the next part
of our day

Get it Out

–Share It–

Talk, write or draw about your worries. Get them out of your head and into the world.

–Shelf It–

If now is not a good time for exploring a worry, shelf it for later - make an appointment with worry

–Shout It–

Sometimes we need to run, jump, shout or scream to try and get rid of the fizzing, bubbling worry feelings

–Shed It–

Some worries are not yours to carry, pass adult worries onto an adult to worry about, it's their job!



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Tackle worries head-on by naming them, deciding how likely they are to happen and brainstorming a plan of action in case they do



If...

Then...

If, Then Planning

> Count to Ten

> Breathing Exercise

> Reread the Question

If...Then... Planning

The Situation: _____

My Worries:

○	_____
○	_____
○	_____
○	_____
○	_____
○	_____
○	_____
○	_____
○	_____
○	_____

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If...

Then:

If...

Then:

If...

Then:

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If...Then... Planning

- Supporting Notes -

Planning is a simple, proactive way to tackle future worries. This can be about an upcoming situation as we have a plan of things we can do to make things better if our worry happens.

The Situation

Describe the situation that you're anxious about. e.g. 'Visiting the dentist' or 'The playground at breaktimes' or 'A lesson with a new teacher'

List Worries

List all worries, get them all out of your head and onto the paper, no matter how big or how small (use more than one sheet if you need to)

prioritise the more likely ones

Sort the worries in the circles - red, amber and green (either colour the circles or write the colour next to the worry)
- **Red** is for worries that are likely to happen and which are making you feel bad about them.
- **Amber** is for worries that are likely to happen but you think you can cope with them.
- **Green** is for worries that are very unlikely to happen or that you don't think about them anymore.
You can cross out worries that you don't think about anymore (it's surprising how often this happens).

If...

What will happen if your worry does happen? Write your worries in the 'If' boxes (use more than one sheet if you need to)

Then...

What can you do if your worry does happen? Brainstorm different things you could do if your worry happens - it can help to think through these ideas with other people who know you and what might help you

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6 Grounding

A hand holding a green leaf against a purple background. The hand is positioned on the left side of the frame, with the thumb and index finger holding the stem of a single green leaf. The leaf is oriented vertically, with its tip pointing upwards. The background is a solid purple color, and the hand and leaf are cut out from a white background, creating a layered effect.

**Grounding exercises focus our
attention positively in the moment
moving away from distressing
internal or external experiences**

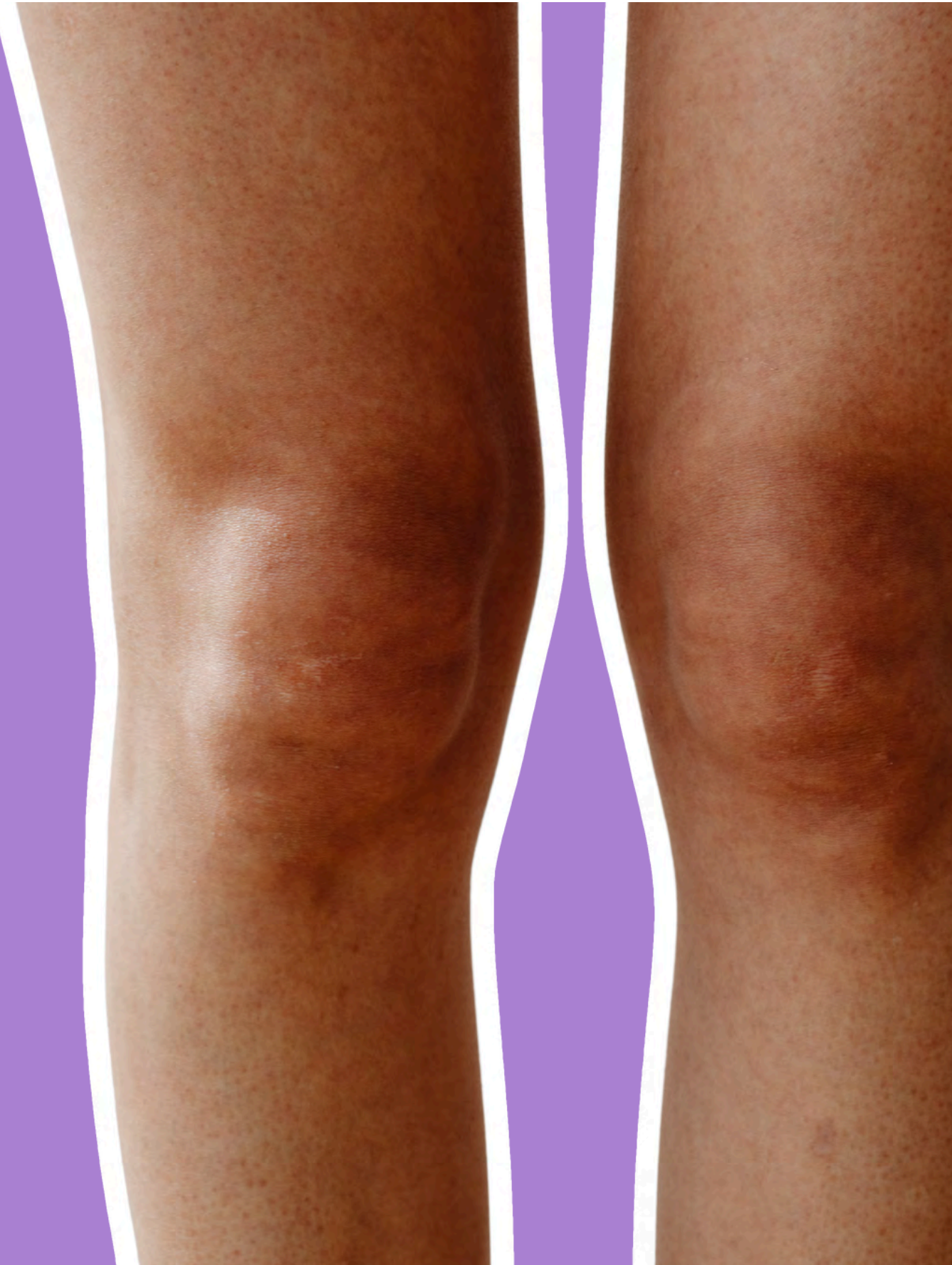
Knee Deep in Noticing



Hold an object, close your eyes
and notice its texture, weight,
temperature, smell...



Look at something and notice
its colour, textures, features





**How could a student
ground themselves in
the classroom?**

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What would calm
look like?



slow – low – low

speaking more slowly

lower the volume

lower your pitch

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See? Hear?
Smell? Feel?

What if 'here with you'
is their safe space?

Pros | Cons | Next...



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**Tense then relax
different muscle
groups to identify &
release tension**





-1-

**Tense the muscles in your feet for a
few seconds**

-2-

**Release the tension and notice the
difference in how your muscles feel**

-3-

**Move up to your calves, thighs, and
continue through the body**

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Exploding with
anxious energy





T – Take a Breath

I – Imagine

G – Go for a Stretch

G – Get Moving

E – Express Yourself

R – Relax and Reset

**With my new
strategies, I can
face my fears
instead of
letting them
control me**



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Let's Work Together?

Webinar or Face-2-Face, popular topics include:

- Autism & ADHD
- Emotionally based school avoidance
- Trauma-informed practice
- Staff wellbeing
- Eating disorders, self-harm, anxiety, depression, suicide
- Whole school approach to mental health
- Bereavement



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