



Equipment	Paper, pencils, markers
Learning Outcome	Identify how the body and brain reacts to fear and anxiety and express how to cope with fear and anxiety at school.
COVID-19 Safety Precautions	Remind students to keep a safe physical distance from each other. Sanitize supplies before and after student use.

Flipped Classroom Strategy (Optional)

A flipped classroom is an instructional model where direct instruction is delivered to students *outside of and before* instructional time. Students are introduced to content that supports the introduction, comprehension, and recall of content and then instructional time is utilized to apply, analyze, synthesize, or evaluate content.

Before implementing this activity during instructional time, create a video to share with students providing an overview of the way fear and anxiety make us think and feel – and why. Consider sharing Anxiety Canada’s [Fight Flight Freeze](#) video for students to watch. If access to internet or technology is not available, consider providing students with a written explanation of fear and anxiety to review with an adult. Ask students to think about what they think or how they feel when they feel scared or anxious.



Activity Description

Before the activity, review Anxiety Canada's [CARD System](#) (Comfort, Ask, Relax, Distract) for coping with fear and anxiety. Consider how you can explain each letter of this system to students to help them consider how they cope with their fears.

If utilizing a flipped classroom approach, remind students to apply what they learned or reviewed in the video or document. If not utilizing a flipped classroom approach, provide students an overview of the way fear and anxiety make us think and feel – and why. Consider showing Anxiety Canada's [Fight Flight Freeze](#) video.

Ask students to think about what they think or how they feel when they feel scared or anxious. Share with students that anxiety and fear are two natural emotions they may experience during the Covid-19 pandemic. Discuss how it is normal to feel worried about returning to an environment where they are in close proximity to one another, and are interacting with people outside of their “bubble”.

Explain to the students that there are things they can do to reduce their fear and anxiety. Share ideas from the [CARD System](#) and invite students to draw or write things in their life that relate to the 4 categories of Comfort, Ask, Relax, and Distract:

COMFORT: Ask students to write or draw people, places, or objects that may make them feel better when they are feeling scared or anxious at school. Remind students that having negative thoughts and feelings is normal.

ASK: Ask students to write or draw someone they trust, or someone they can go to with questions or support when they are feeling scared or anxious at school.

RELAX: Conduct a group meditation, using a guided meditation, deep breathing exercises, or listening to calming music. Inform students that it is important to practice these activities when they are calm and relaxed so they will know how to use them when you are scared or anxious. Create an area of the class that if a student expresses fear or anxiety, they can request to time to practice these exercises in this area before rejoining the class.

DISTRACT: Work as a class to create a storyboard that provides the daily class schedule. If the daily classroom schedule changes each day, be sure to change the storyboard so it matches the routine for the day. Letting students know what to expect during the day helps them to feel more prepared and ready. Explain to students that routines and knowing what comes next can help with fear and anxiety.

Emotional Well-Being Competencies



THINK

Develop cognitive skills and strategies that facilitate self-management, decision-making, and relationship skills.



FEEL

Develop affective skills and strategies that facilitate healthy and safe relationships with themselves, with others, and with their environment.



ACT

Practice behaviour skills and strategies that facilitate responsible decision-making, self-awareness, and social-awareness.



Reflection Questions

Reflection is important to support learning during emotional well-being activities. Consider asking students the reflection questions below and discuss the answers together.

- *What do you think about or do to help you when you are feeling scared or worried?*
- *How could you help a friend or family member who is feeling scared or anxious?*

Observing Learning Outcomes

Consider the following when observing student learning.

- Is the student able to express how they think and feel when they are experiencing fear and anxiety?
- Is the student able to identify people, places, or things that make them feel better when they are experiencing fear and anxiety at school?
- Is the student able to identify someone they trust, or someone they can go to with questions or support when they are feeling scared or anxious at school?

Connecting to PHE At Home Learning

The following PHE At Home Learning activity can be utilized by students at home or modified for use during instructional time in order to extend learning.

[Mental Wellness Mailbox](#)