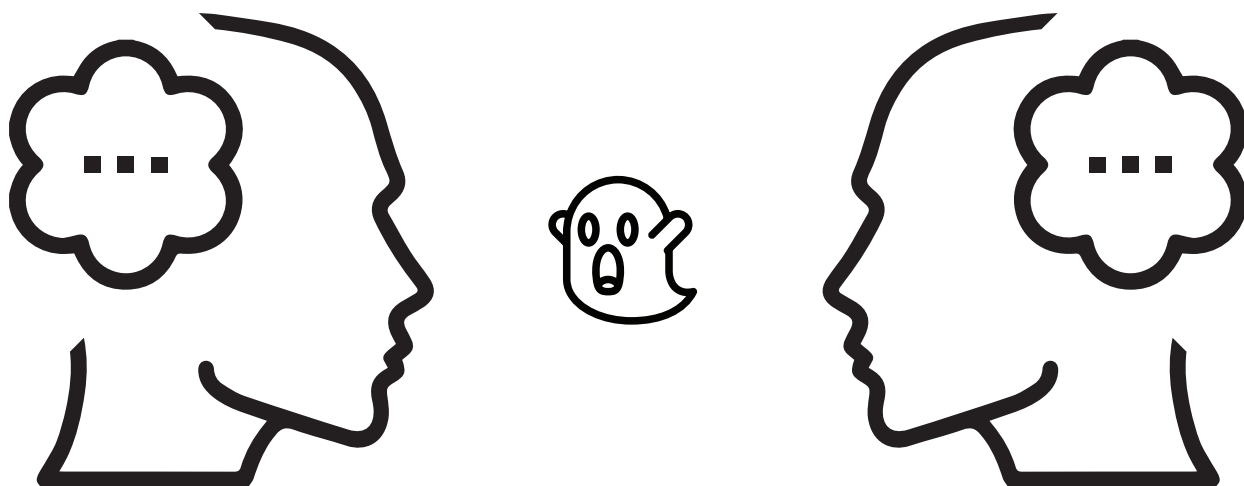


# Facing fears together

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A group work book

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# Acknowledgements

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# Introduction

This is a workbook to accompany the group you are attending on facing fears together.

The group focusses on worries or fears that many young people face. All people have worries and fears, it is an important part of being human. There are times in our lives where these can feel overwhelming, or may take over or stop you from doing things that you want to do. Attending a group with others who have similar experience can help you take back control of your fears or worries.

If you haven't already, you will soon meet the practitioner(s) who will be running the group you are attending. If anything important changes for you during the time you're attending the group, or if you have any concerns or questions, you can get in touch with your practitioners to discuss it. They will explain how to do this at the start of the group.

It's normal to feel wary, nervous, anxious or shy before a group starts. The practitioners will have ways to make the group feel more comfortable and help you settle in. It's also normal to have lots of different reactions during the group – enjoyment, worry about what you might be asked to do, annoyed you don't get to say enough, or you might not want to speak at all. But don't give up on it too early. This is your group and it should feel comfortable for you. It's much better to talk to your practitioners if there's anything that doesn't feel right for you.

Remember, if you feel a certain way, it is very likely that others do, too, even if they are staying quiet about it.

The materials in the book are guided self-help materials for managing worries and fears and helping you feel less anxious. You'll have the support of the practitioners all the way through, and can benefit from the shared experiences with the other young people in the group. Evidence shows that problem solving tricky situations in a group can have added benefits to doing it on your own.



# Session 1

## Getting to know each other

### ● Activity 1: What will happen this week ●

Warm up – two truths and a lie

Group rules

Hopes and fears

Fear vs fun

The nuts and bolts of fears and worries

Your experience

Relax and feed back



## ● Activity 2: Two truths and a lie ●



Your practitioner will tell you three things about themselves.

### Altogether

Vote on which fact you think is a **LIE**

### On your own

Take a minute to write down three things about yourself, two things of which are true and two which are a lie in the box below. -timer graphic-

Write down 3 'facts' – 2 of which are true and 1 of which is a lie



### Altogether

Read out your three "facts" when it's your turn. Try not to give anything away!

## ● Activity 3: Group rules ●

All new groups need rules. Here are some that young people find useful. Go through these with your practitioner and see what will work for this particular group, at this particular time. You may want to change some of the rules, or add other ones.

### **Group rules and responsibilities**

#### ***What happens in the group stays in the group - confidentiality***

When you meet in a group with others you learn so many things and it can be really tempting to tell people in your life about them. Remember, if it's someone else's story, check in with them if they're happy for you to share it before you do. Assume they will want to keep what they share private unless you know otherwise.

#### ***If you're worried about harm coming to you or someone else, that's different***

Your practitioners' first job is to keep you, and others safe. If you're worried about harm coming to you or to anyone else, tell your practitioners and they can support you with what to do next. If you're outside the group, find a responsible adult to support you.

#### ***Respect others***

Make sure you listen while others are talking, and respond with consideration.

#### ***Support others***

Being here is helpful for other people, remember to turn up on time, try and contribute where you can, don't skip a group without letting your practitioners know. If you're nervous about speaking up, talk to your practitioner about it and they can help you.

#### ***There's no such thing as a stupid question***



## ● Activity 4: Hopes and Fears ●

### In pairs

In your pair have a chat about your hopes and fears for the group. There's no need to share them, but when you talk to the group at the end, if you have any worries or questions, you can raise them with the group if it's helpful. You might want to write yours down in the box below. It can be interesting to look back on these when you've finished.

**Main hope/s for the group**

**Main fear/s and/or question/s about the group**





## ● Activity 5: Fear vs Fun ●

### On your own

Have a look at the box below and think about the parts of your life where worry or fear gets in the way and stops you from being as free or successful as you would like. Also think about the areas of your life that are relatively free from fear or worry.

There's a list on the page after this one if you need some ideas, but there may be lots of areas that are missing that you want to add in yourself. Either write them in the box – or use post-its or stickers, as the areas may move from box to box over time. If you like, and you have a print out, you can cut out the areas and stick them in.

Some areas might fit in between the boxes – that's fine, just write or stick them on the line.

This can stay private if you wish it to. You can use it to see how things change over the group.

**Areas of my life that are worry or fear-free**

**Areas of my life where worry or fear can take over**

Bus	Train	Any transport
Walking on my own	Mealtimes	School break times
Lessons	A particular teacher	Whether I'll get ill
When someone in my life is ill	When someone at school is ill	When I'm apart from my parents
Parties	Talking to friends	Talking to teachers
Video calls	Telephone calls	Gaming
Vomit	Insects	Dogs
Detention	Cats	Spiders
The dark	Bed-time	Night-time
Sleeping away from home	Sleepovers with friends	The park
Animals in general	Shopping/cinema	Sports games
Exams	What I wear	How I look
What people think of me	Being with my parents	Family arguments
The environment	News and events	Balloons
Buttons	Puppets	Bad weather
Having to speak in front of other people e.g. in class	The future	Getting a job
Managing school work	Being in small spaces e.g. lifts	Performing in front of other people

## ● Activity 6: The nuts and bolts of fears and worries ●



Your practitioner is going to read out an example scenario to you. Close your eyes to imagine you're in this situation. Notice your immediate reactions and write them down in the box below. This can stay private.

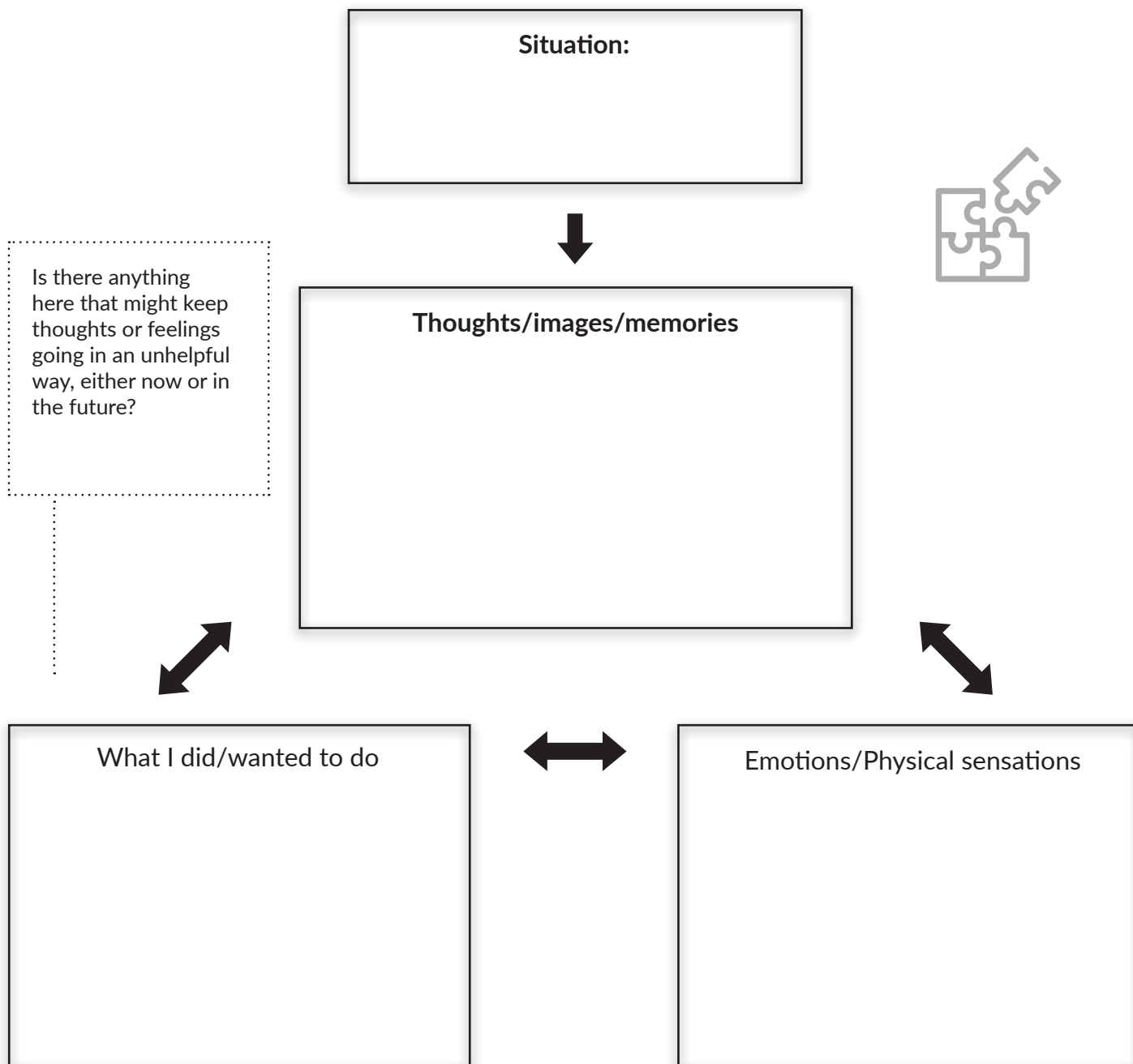
**Note down your reactions**

**Start to make a note of which are thoughts, feelings, physical sensations or behaviours and urges**



Your practitioner will take you through how our immediate reactions can be grouped into different categories: 1. What's in our minds (thoughts, images and memories etc); 2. What's in our bodies (emotions, physical sensations etc); and 3. How we react and respond (what we do – our urges and behaviour).

You can fill in the boxes below using your reactions to the example scenario as you go through it together as a group, or take whatever notes are helpful for you.



What happens to us is only half our story. It's the way we view the situation, and how we react or respond that can change things. There are always good reasons why we respond the way we do to things. Beginning to notice patterns we get stuck in that keep us feeling anxious or scared can really help start to think about doing things differently and getting out of stuck cycles that prevent us from doing and getting what we want.

What we do in response to situations can really change our experience at the time of an event OR afterwards. Your practitioner will help you think about this.

Now go back and look at the box that says “Is there anything here that might keep thoughts or feelings going in an unhelpful way, either now or in the future?”

### **In pairs**

Think together about responses that might keep thoughts or feelings going in an unhelpful way. You can circle the actions in the “What I did box” that you think might be important things that keep a bad feeling or worrying thought going – either now or in the future.

Think together about the typical sorts of responses that, although completely understandable, might keep fears, worries or low mood going.

You can share some examples together as a group.

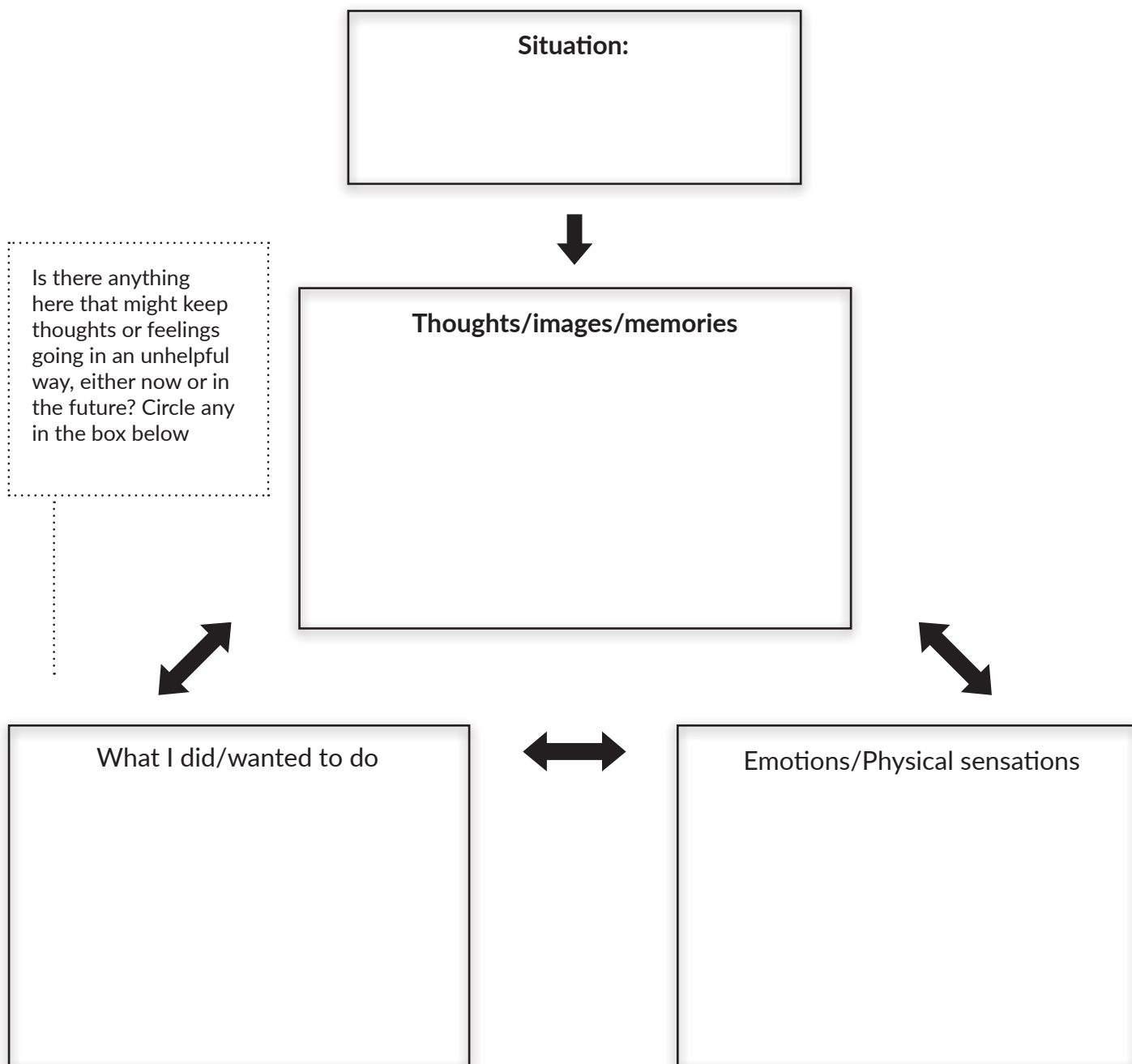


## ● Activity 7: Your experience ●



### On your own

Quietly have a think about the most recent time you experienced your fear or worry. Choose a typical occasion, where the fear or worry tends to interfere most. For example it might be at school, or at home, or when out with friends. Start to map just that time (no other times) using the boxes below. You can ask your practitioner for help. You can finish this week before the next group session if you like.



## ● Activity 8: Relax and feedback ●

Your practitioners will take you through a brief relaxation exercise



You can ask your practitioner for relaxation resources any time – or if you have any that you’ve found useful then please share them with your practitioners or the group. Groups can find it helpful to build a document of shared resources that the practitioner can share with you all during the group that you can take away after you’ve finished. There’s also a list of brief examples at the end of this document.

Your practitioners value your feedback. Take the time to tell them how it was. Was there anything you liked? Anything that could be done differently?

Your practitioner may give you a brief set of questions to answer.  
Don’t overthink it, but do fill it out – your contributions are very valuable.  
Don’t spend too long on it



**What will you take away from today?**



## Group 2

### Understanding fear and worry

#### ● Activity 1: What will happen this week ●

Warm up – Finding your inner super hero

Re-cap from last session

Why does fear exist?

The value of facing your fears

Organising my priorities

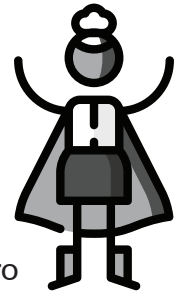
SMARTening my goals up and tying them to my priorities

Take home





## ● Activity 2: Finding your inner superhero ●



Your practitioners will tell you the power they would have if they were a superhero

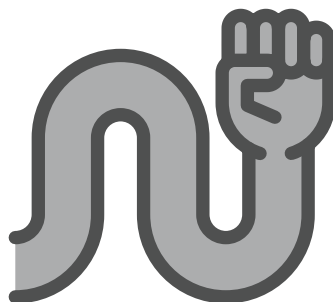
Spend a minute thinking about what power you would most like to have and why



You can make some notes here if you like

A large, empty rectangular box with a thin black border, intended for participants to write their notes. In the bottom right corner of this box, there is a small, faint icon of a superhero in a dynamic pose, wearing a cape and having one arm raised.

Take it in turns to tell the group what your secret power would be.



### ● Activity 3: Re-cap from last session ●

In pairs

In 5 minutes:



Discuss the following two questions. You can make notes in the boxes provided. You might want to decide what you will feed back to the group between you.

What can you remember about the group rules?

What jumped out for you last week? Or What do you particularly remember from last week?

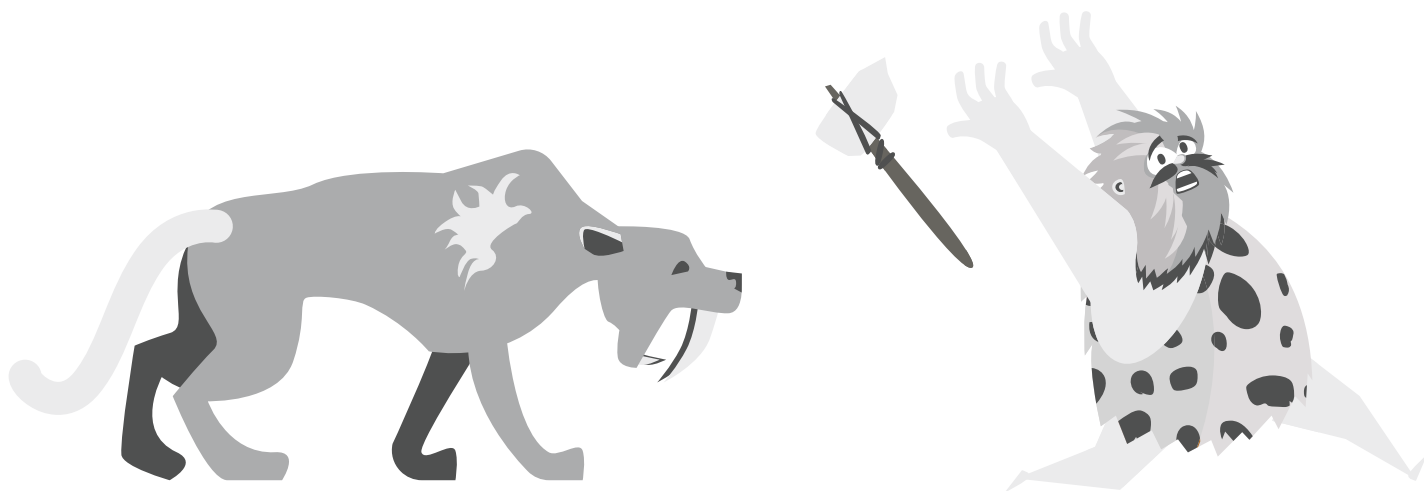
The practitioner will get everyone together to ask what everyone remembers. Make any more notes in the boxes above if there's anything you want to remember.

## ● Activity 4: Why does fear exist? ●

Your practitioner is going to talk to you all about why anxiety exists

**How do you experience the fight/flight/freeze response?**

What physical sensations do you normally experience when you have stress or anxiety?



Many people wonder why some people might experience anxiety, and whether it's something strange about them. But fear and worry are an essential part of human survival and there's a few reasons why it's very beneficial for some members of a group to worry more than others.....



Make notes on the picture if it feels important to you to remember why some people might experience more fear than others. The next two pages also include some reminders.

# What causes anxiety and what keeps it going?

We want our brains to trigger the fight/flight/freeze response when we are really in danger as it helps us to run away or protect ourselves. However, sometimes we think we are under threat or in danger when this is not really the case. It's a bit like getting a false alarm.

You can think of this false alarm a bit like a smoke alarm going off when you've burnt the toast, rather than when there is a real fire. Our brain will trigger the fight/flight/freeze response even if we think we might be in danger, for example; if we're going to a party and we think no one will talk to us or going on a train and we think it might crash.

This happens to all of us sometimes, and we all get false alarms, however if the faulty smoke alarm goes off a lot and starts getting in the way of you doing things in your life, this is when anxiety can become problematic.

## Causes of problematic anxiety

Anxiety difficulties or disorders rarely have one cause or trigger. More often, there are multiple factors that contribute to a person developing problematic anxiety. Some common factors are described below;

### ***Biological factors***

We are all born with a particular genetic make up and temperament/personality. Some of us are naturally more sensitive to anxiety or have a shy temperament and this can make us more vulnerable to experiencing problematic anxiety. There is also some research that shows that anxiety disorders are more likely in children whose parents also have an anxiety or other mental health problem.

### ***Traumatic/stressful life events***

Problematic anxiety can sometimes be triggered after a traumatic event, such as an accident or witnessing or experiencing something really horrible. Prolonged stress in someone's environment, such as living in a family where there is a lot of conflict or financial stress can also increase the risk of someone experiencing anxiety difficulties.

### ***Learning from others***

We learn how to respond and behave in different situations from those around us. Therefore, if someone close to us also experiences problematic anxiety and talks a lot about the things they fear or we see them behaving in an anxious way in certain situations then we may learn some of these responses and fears from them.

### ***Social Environment***

We are also influenced by our peers and wider community. If we experience bullying or difficulties at school this can sometimes lead to the development of problematic anxiety, particularly in social or school environments. We are also influenced by what we hear and see on the television and through the internet and social media. If we are exposed to information that is not appropriate or upsetting this can cause anxiety.

If you have, or are, experiencing any of the above and haven't told your practitioner, then please do so. They will be able to think with you if there is anything else you need to support you with your fear and worry.

# What keeps problematic anxiety going?

There are also a number of things that can keep problematic anxiety going and they often work in combination with each other. Here are a few of them.

## Our behaviour

Anxiety isn't pleasant and can make us feel really uncomfortable. We are therefore driven to act in ways that help to reduce or escape anxiety. This means it's very common for us to try to avoid situations that make us feel anxious. While this makes sense, it can sometimes keep anxiety going as it means we never test out whether the things we fear happen or not. This prevents us from finding out how likely our fears are and also stops us from being able to learn to cope in situations where we feel anxious. Avoiding certain situations or places can also stop us from being able to do enjoyable and positive things.

We also sometimes fall into the trap of becoming dependant on certain behaviours or habits to help us reduce our anxiety, such as asking other people for reassurance or always avoiding eye contact with other people when we walk down the road because we think others will be laughing at us. These are called safety behaviours or unhelpful habits and while they can make us feel better in the short term, they can also keep anxiety problems going over time and never really 'get rid' of our fear or worry.

## Our thoughts

The way we think about a situation or what we think is going to happen impacts on how we feel. For example, if you are going to a party and you think "I'm going to have a great time, it's a chance to make some new friends", you're likely to feel happy and excited. However, if you think "I don't know anyone, no one will talk to me", you're likely to feel nervous or scared. If we are thinking in an anxious way, we tend to overestimate the likelihood of danger and underestimate our ability to cope with it.

## The environment

Ongoing stress or problems in someone's life and environment can keep problematic anxiety going. If someone is unable to overcome or find solutions to these problems or if they have little or no control over them (e.g. parental conflict, bullying) then the anxiety and stress associated with the problems may continue.

## Others behaviour

Sometimes what others do can also keep anxiety going. If those close to you get frustrated or upset when you are anxious, this can make you feel more anxious. Sometimes others can fall into the trap of helping you avoid things or overly reassuring you and this can also keep anxiety going.

The really good news is once you understand the things that have impacted on your difficulties with anxiety developing and what is keeping the problematic anxiety going you're in a great position to be able to change things to help overcome it!



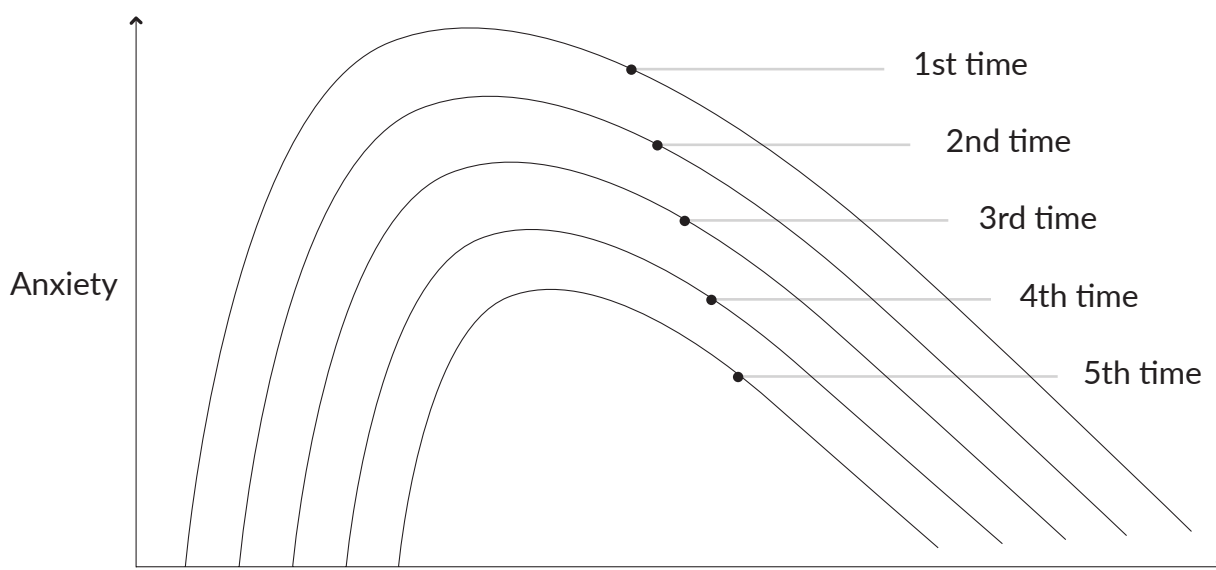
## ● Activity 5: The value of facing your fears ●

Your practitioners are going to talk about how to manage facing your fears. It's the most effective way to overcome fears and worries, but is best done completely under your control and on your terms. In this group you will get the opportunity to learn some good tricks about how to come at your fears in a manageable way, to make them seem smaller and smaller, and for you to feel more and more able to manage them.

The first step is understanding that pushing fears away, and avoiding them altogether, although completely understandable, tends to make them worse. By facing up to them in a manageable way, you'll be more able to get them under YOUR control, rather than the other way around.

Below is a reminder of what we know from science. If you face up to a fear in manageable steps when you are not imminently in danger, the adrenalin will burn out and you will feel better. The more and more you do this, the easier it becomes and the more you learn about the situation, what your feared would happen and how you coped. If you try and 'control' the fear, or get rid of it, it's less effective. It's like surfing a wave. It's better to feel the fear, wait for it to become manageable, and then think about what you learnt. The next time you face the same fear you'll find it a bit easier to do so and so on until you can get back to the things you have stopped doing because of your fear or worry.

### Overcoming avoidance by facing your fears



### In pairs

Can you think of examples where you, a friend, or brother, sister or cousin have learned something new, or got over a fear? Do you remember how something that seemed difficult, or even impossible at first, slowly became normal?

Do either of you have any questions for the practitioners or the rest of the group? Remember that there is no such thing as a stupid question. If you are thinking of it, you can guarantee someone else will be thinking it too, or certainly will have done in another, similar group.

## ● Activity 6: Organising my priorities ●

Fear is bossy and controlling. Your practitioner is going to talk to you about the sorts of things worry or fear usually take away from your life. They can fall into these categories and we've put a few examples in the boxes for you. It's important to know that it's very normal for worry or fear to make you do these things. You are not alone. Quite the opposite.

### **On your own**

After the examples, have a think about the sorts of things worry or fear is making you do or preventing you from doing. This can stay private. This is a moment to think honestly about how worry is getting in the way of life. You are not committing to changing this at the moment. You have good reasons for all of these. It is just a chance to acknowledge it. You can look back at the exercise you did in lesson 1, activity 5, thinking about areas of your life that were worry or fear-free, and the areas where worry or fear took over. You can make notes in the box below if you wish. Each title has a few examples at the top – but yours might be very different.

Remember, this is just a start. You'll have plenty more time to think about these areas. Some of them will feel more daunting than others. That's ok. That's helpful. We NEVER start with the most daunting and often we never get to these. That's FINE.

### **Things I have stopped doing, or avoid because of my fear and worry**

E.g. Going out with friends; Eating in front of people; Going on the bus; Answering questions in lessons

### **Things I do to make me feel 'safer' in the moment when I feel anxious**

Drink lots of water; Rehearse what I'm going to say in my head before I say anything; Stick to 'safe' numbers; Cover my mouth when I smile

### **Things I ask other people to do in the moment when I feel anxious**

Tell me things are going to be ok; Come with me when I have to go somewhere alone; Handle a dirty object for me so I don't have to; Talk to someone in the shop so I don't have to

## ● Activity 7: SMARTening my goals and tying them into what really matters to me ●

### In pairs

Go back to the goals you were thinking about when you first met your practitioner or before you joined the group.

Looking at the ways your fear is messing with your life.

Sharing as much as you feel comfortable, have a think with your partner about how to make meaningful goals for the near future, where fear isn't messing so much with your life.

See the SMART list below and help each other to make your goals as SMART as possible. You can spend the time getting one SMART goal each or trying out a few each. Make some time over the week to fix up your goals. Pick 2-3 of the most important and achievable for the next few weeks.

**Ask each other some of the following questions to help:**

- What would other people/you see or notice if your anxiety and fear was more manageable?
- How would you know if things had changed?; what would you be doing differently?
- Is it realistic to achieve that in weeks/months? Can you break it down into steps?
- If your fear was more manageable what would you be able to do that you can't do now?
- How often would you like to be able to do that? Who with?
- If I was less anxious, I would be able to ..... [finish this sentence]

Both choose ONE goal you are happy to feedback to the group, even if not completely SMART Write them down here.

Give each one a rating using the scale below as to how much you feel you've achieved it so far.

Half way to reaching this goal

Goal not at all met

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Goal reached



## ● Activity 8: Take home ●

Write down your key take-home messages from today



Note down any immediate thoughts or reflections about what was good or difficult about the group. Have a think about whether you'd like to discuss with the practitioners and how you might tell them.

Can you think of anything you can do to take things forward over the week? Can you re-read anything from today's session? Is there anything useful to practice from today's session? Have your practitioners suggested practising anything?



## Session 3

### Building a step by step plan

- Activity 1: What will happen this week ●

Warm up – who I admire

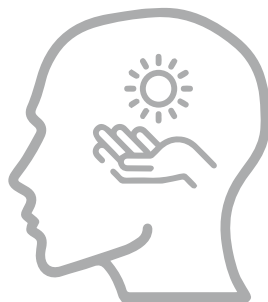
Make a step-by-step plan

Coping vs unhelpful behaviours

A moment to relax

Back up team

Feedback



## ● Activity 2: Who do I admire ●

### On your own



Think of the person in the world you most admire. It can be someone living or dead. It can be a fictional or cartoon character. It could be someone you know or you don't know. Try and think of a couple of their best qualities, that make you admire them.

If you would like, note below the qualities you most admire in this person, and the qualities you aspire to in the box below. At times of difficulty it can be helpful to think, what would they do?

Now your practitioner will give you a clue as to who they most admire, and you can try and guess.

Then go round the circle in turn, giving clues to the person on your left.



### ● Activity 3: Make step by step plan ●

On your own for a moment, take a minute to recall the take home messages from the last week, particularly about the best ways for people to approach their fears. Make some notes in the box below:

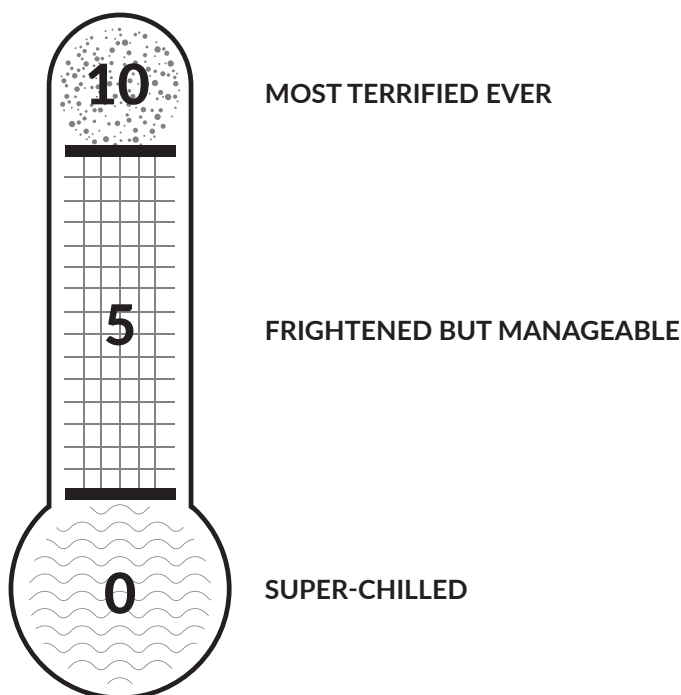
Feedback the main points of learning together as a group – and add any other important points the other group members make that you think will be helpful to note down and remember.

We have learned that fears and anxiety are a normal part of being human, that we ALL get anxious, that fear won't do you any harm and isn't dangerous, but that it can sometimes take over, and that facing your fears is the most effective way to overcome them and feel less anxious.

But we would never recommend jumping straight in and facing up to your biggest fears. It could feel overwhelming, unhelpful, or it just might not feel worth how hard it would be at the moment. The way to start to overcome fears, at least at the beginning, is to approach them very slowly, in a gradual way. In a way that feels manageable, step by step.

Have a look at the thermometer below and give yourself some anchor points for fear.

Fear Thermometer



## On your own

Look back at the list of things fear stops you from doing etc, that you started to make last week – and perhaps have thought about at home over the week. Review it now and update your list for a couple of minutes. Start to think about how hard it would be to start to do or to drop any of the behaviours, and rate how hard using the fear thermometer. Have a quick think about what you are happy to share with others and what not (you can keep anything you need to private, and it might depend on who you are sharing with).

**Remember.** If something feels terrifying for you, there is always a good reason. It's because the fear behind it is bigger than it seems. Don't be hard on yourself. Bad experiences in the past, or many other things can make us over-estimate the real risks and threats in the present. Just be honest about what's hard at the moment. It's only then we can really start to face up to whether we can re-evaluate or not.

### Things I have stopped doing

E.g. Going out with friends; Eating in front of people; Going on the bus; Answering questions in lessons

### Things I do to make me 'safe' that might just be about fixing the fear

Drink lots of water; Rehearse what I'm going to say in my head before I say anything; Stick to 'safe' numbers; Cover my mouth when I smile

### Things I ask other people to do

Tell me things are going to be ok; Come with me when I have to go somewhere alone; Handle a dirty object for me so I don't have to; Talk to someone in the shop so I don't have to



## Altogether

The practitioner will talk through an example of someone who has started to build a step by step plan

Pritesh was 14 years old and worried about what his classmates and teachers thought of him. He worried about getting answers wrong in class and was always scared he would get asked a question by his teacher. Pritesh really worried that if he got asked a question, his mind would go blank and he would just stutter and say nothing. He thought that his whole class would laugh at him and his teacher would give him a detention. Pritesh also worried he would stutter and not have anything interesting to say if his classmates spoke to him in the playground or after school. He worried they would think he was weird and boring. In school Pritesh would try and arrive early so he could always sit at the back and he kept his head down as much as he could to reduce the risk of his teacher asking him a question. He often had to take some deep breathes and played with his 'stress ball' to give him enough courage to go into lessons. When he did his homework, he always asked his older brother and parents to check his answers, but never felt completely sure he had done his homework right. He often played on the x-box after his homework to distract him from his worries. Pritesh avoided hanging out with classmates he didn't know very well. He had one good friend and would only approach other people from his class if this friend was with him and if his friend answered for him. Pritesh would let his friend answer for him and would never start a conversation or ask any questions. He always rehearsed in his mind things to say in case someone asked him a direct question. Pritesh turned down invitations to play football after school or go to any parties.

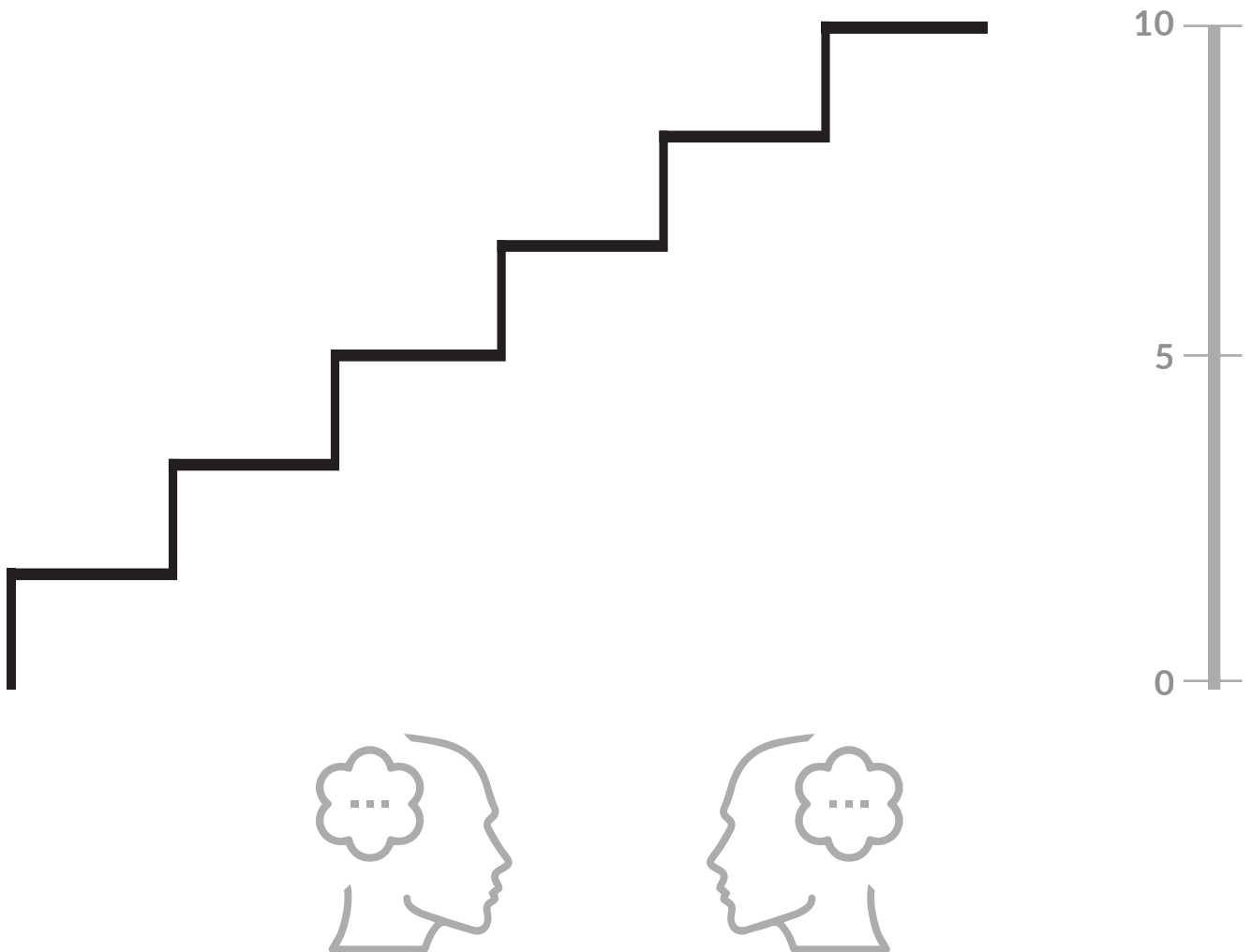
### Pritesh's step by step plan:

- Step 1: To sit in the middle of the classroom and arrive on time, not early (3/10 anxiety)
- Step 2: To practice asking questions in other situations e.g. asking in my local shop where the x-box magazines are (4/10)
- Step 3: To have a chat with someone I feel comfortable with but not rehearse what I will say in my head (4/10)
- Step 4: To ask some questions in a small group of my friends I know at break time (5/10)
- Step 5: To accept invitation to play football after school (6/10)
- Step 6: To not ask my parents and brother to check my homework answers (6/10)
- Step 7: To sit nearer the front in class and look up more and maybe look at the teacher (7/10)
- Step 8: To talk to people in my class I know less well when they come and talk to me and my best friend (8/10)
- Step 8: To accept invitation to go to a party and chat to someone I know less well and ask them a question (9/10)

## In pairs

Start to put a few things from your list on to the step by step ladder. Have a chat with each other about what feels easier or difficult, what might feel ok to start, and what might be way higher or too difficult to do at the moment. This can change from day to day – that's fine! Just get used to the idea of ranking how you might challenge fears day to day according to what feels a bit challenging but manageable. Start to think together about what rewards you might give yourself for doing them.

**Remember – you are not committing to doing anything at the moment – you're exploring the idea of change, and how to make it feel manageable.**



## ● Activity 4: Coping vs unhelpful behaviours ●

When starting to think about how to approach fears in a step by step way, we also need to think about things that we do in the presence of fear that can help us face them and overcome them, and the things that seem like a good idea at the time, but only serve to make us feel more frightened the next time.

Think back to the example above and Pritesh – can you spot some of the things that he was doing at the time to feel safer, but which actually kept his worries going?

### In pairs

Note Pritesh's responses into what you think are coping behaviours – or ways that help him to face up to, deal with, and manage his fear and move on – and what you think are unhelpful behaviours – or things that keep Pritesh's fears alive, and might make the fears worse over time, even if they make him feel better in the moment.

Often there aren't right or wrong answers, and different responses can fall into different categories at different times. It's important for us to become aware of our responses to challenging situations. The more we become aware, the more we can understand ourselves, be kind to ourselves, give ourselves time to choose our responses with care, when we can, to keep us achieving our goals and moving forwards, even when we feel stressed, afraid, or worried.

#### Coping behaviours

#### Unhelpful behaviours

### Altogether

As a group see if you can come to a consensus about which responses fall into which categories. Update with any notes on your worksheets



## ● Activity 5: A moment to relax ●

We'll just take a few minutes to relax with a sample coping technique run by your practitioner.

For a list of different examples and resources, see the end of the workbook (p. 86-90).

Make a note of coping techniques that help you prepare to do challenging things, or relax afterwards – or the things that help you feel better e.g. with night time worries, after nightmares, during extremely stressful situations during exams. Different things help at different times, and what we find helpful is very personal. The more you get a chance to think about this and practice different techniques, the more helpful they will be.

You can make a note in the box below of your favourite activities. Or write a reminder of when to use what. Perhaps you'd like to make a note of things you want to practice more.

**Strategies that help me prepare for challenging things**

**Strategies that help me relax after I've done something difficult that has an impact afterwards**

**Strategies that help me sleep at night**

**Strategies for dealing with nightmares**

**Strategies for high stress situations like exams**

**Strategies for panicky feelings**

## ● Activity 6: Back up team ●

It would be difficult for anyone to start doing difficult things without a back-up team – people around them who can help out.

People in our lives are better at helping out with some things and not with others, and the level of trust we have in people can be different, no matter whether they are related to us or not. This can also change over time, and for different challenges.

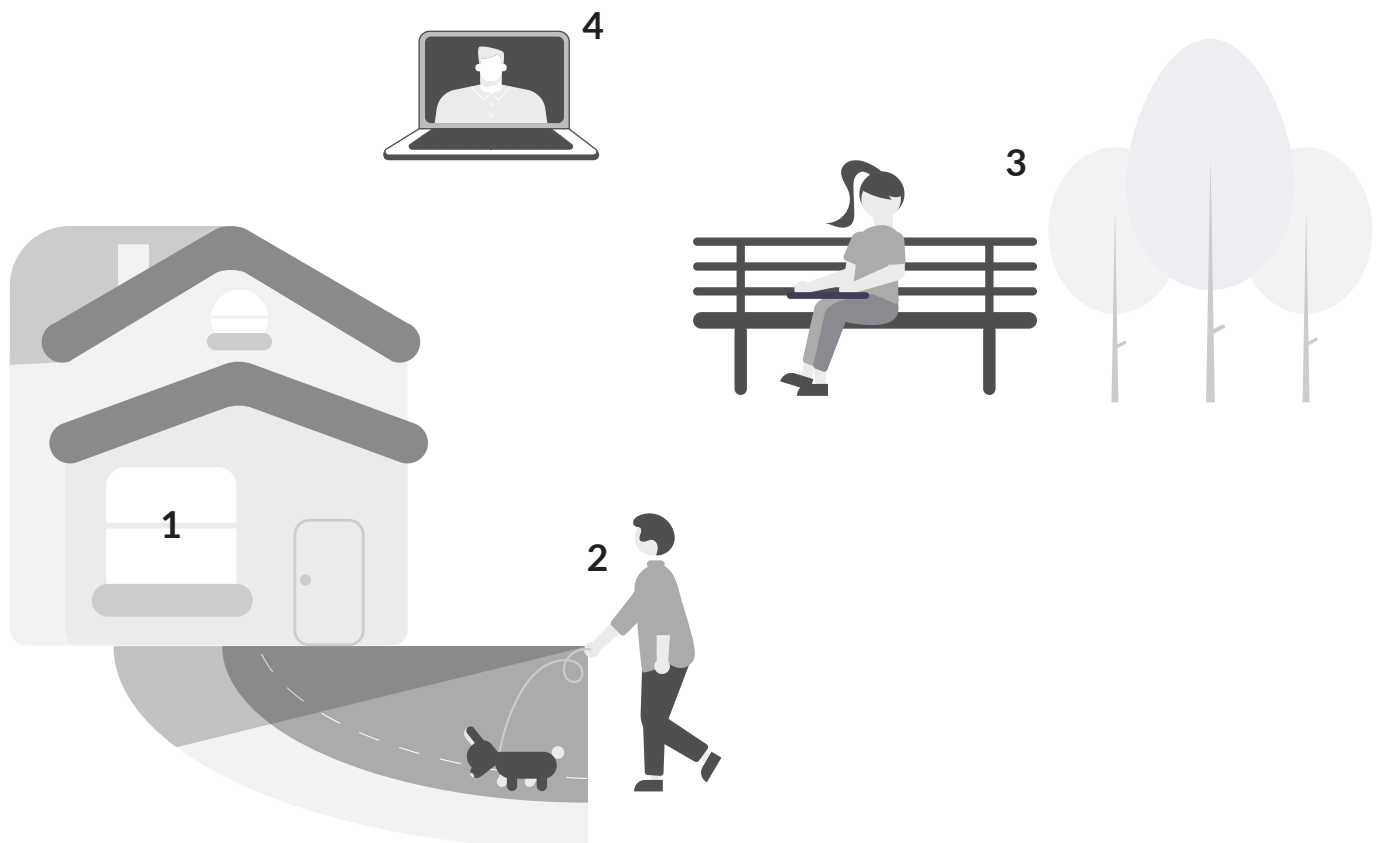
This next exercise can help you think about who in your life might be able to support you facing your fears. Don't think too hard about the questions – go with your first thought. They can be anyone in your life, they don't have to be family.

### On your own

Imagine you are in your home.

Who is:

1. In the room with you?
2. Outside the door ready to come in when you invite them?
3. In the park waiting for you to come out and join them?
4. On the end of a phone or a laptop, ready to do a remote call when you are ready?



## Altogether

Share key points from the exercise or ask any questions.

For homework, start to think about who might help with what areas you have highlighted for change in the last session. If it's useful you can have a chat about it with your family, or whoever you are talking about this group with outside sessions. But it can stay private if you want it to.

### Things I have stopped doing

Going out with friends... Eating in front of people... Going on the bus... Talking in lessons

Task	Who might help

### Things I do to make me 'safe' that might just be about fixing the fear

Drink lots of water... Rehearse what I'm going to say in my head before I say anything... Stick to 'safe' numbers... Cover my mouth when I smile

Task	Who might help

### Things I make other people do

Tell me things are going to be ok... Come with me when I have to go somewhere alone... Touch a dirty object for me... Talk to someone in the shop so I don't have to

Task	Who might help

## ● Activity 7: Feedback ●

On your own do the three following tasks



Rate SMART goals out of 10:

Half way to reaching this goal

Goal not at all met	1	2	3	4	5	6	7	8	9	10	Goal reached
---------------------	---	---	---	---	---	---	---	---	---	----	--------------

Write down your key take-home messages from today:

--

Can you think of anything you can do to take things forward over the week? Can you re-read anything from today's session? Is there anything useful to practice from today's session? Have your practitioners suggested practising anything?

--

Note down any immediate thoughts or reflections about what was good or difficult about the group. Have a think about whether you'd like to discuss with the practitioners and how you might tell them.

--

## Session 4

### Facing your fears

#### ● Activity 1: Agenda ●

Spidery warm up

Step by Step plan

Facing fears

Planning a home fears task

Pleasant activity

Feedback

Quick fire round before starting the group: Go round the group saying a word or phrase about a key learning point from the groups so far.



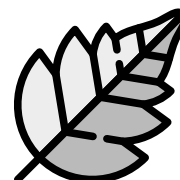
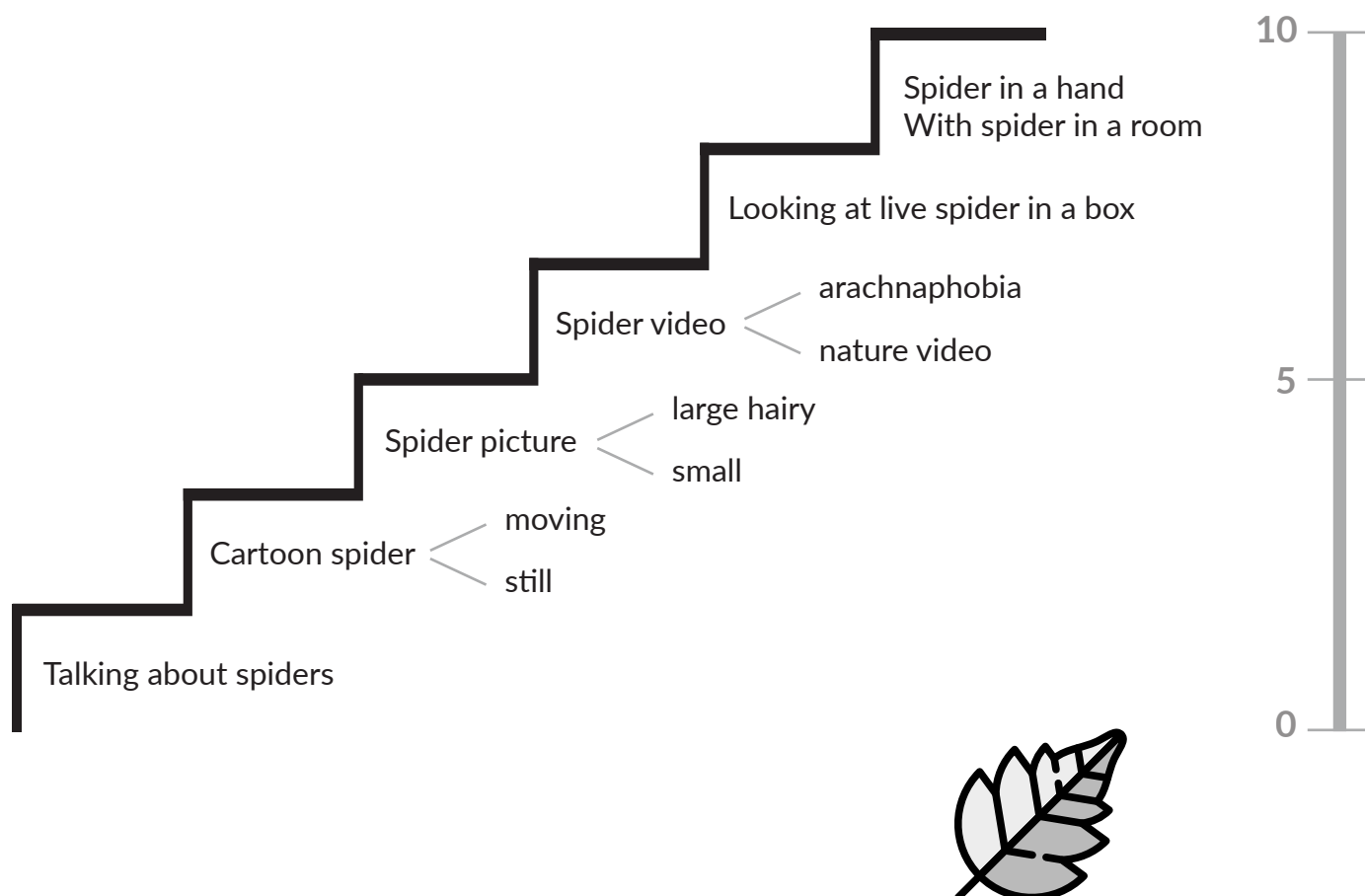
## ● Activity 2: Spidery warm up ●



In pairs

Alma is scared of spiders and is attending a facing your fears group.

She's made a step by step plan to help her face her fears:



She says talking about spiders isn't difficult at all- and has been doing a lot of it in the beginning of the group, but the other steps feel more tricky.

Spend a few minutes talking together about what she could do to test out her fears in a manageable way. What could she do this week, with support from someone in her back up team to start to face her fears?



Altogether

Talk together about your plans. Your practitioners can give some general tips about facing your fears in a manageable way.

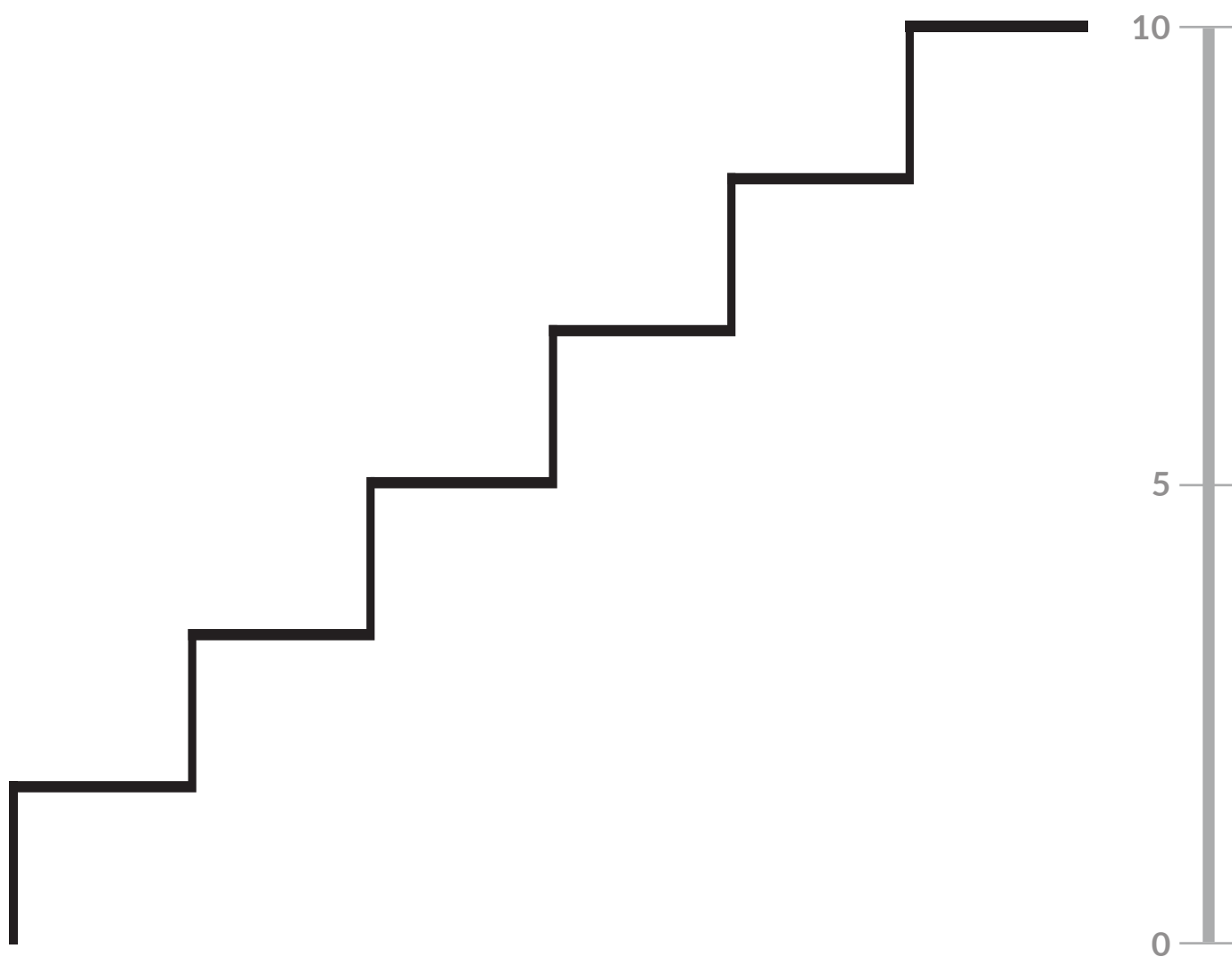
### ● Activity 3: Step by step plan ●

#### On your own

Look at your step by step plans and spend a bit of time filling in any missing gaps. You're going to swap them in this exercise, so make sure you're happy with sharing what you've put down. If there's some things you'd rather keep private, just make a different version you're happy to share.

You can start one afresh or use the version you've already started from last session.

You can add who might help which activity from your back up team if it feels useful.



### **Ideas for how to keep things manageable on your step by step plan:**

- Break down steps e.g. if you want to eventually be able to sleep over at a friend's house but this feels really scary right now, what is a step you could take towards this? E.g. go to my friend's house for 2 hours and not text my mum.
- Are there different times of day / different settings or places / different people which would make steps easier or harder for you? E.g. if you were worried about asking a question in a busy shop on a busy weekend when there was more chance of people from your school seeing, could you do an earlier step of asking a question in a quieter shop later on a weekday?
- Where and how can you practice your steps outside of the most fearful situation to build your confidence and learning? If you are really anxious about answering a question in maths, are there easier lessons to practice answering a question in? Would practising steps in an after school club be easier than doing it in school?
- Can others do steps with you the first time? Think about members of your back-up team and how they can support you. This may be by doing a step first whilst you're watching, or coming with you to complete a step. Remember though, once you've watched someone do it or done it with someone else, you also need to have a go on your own.
- Using your other group members to discuss and come up with ideas can really help give you ideas on how to break down steps and face your fears in a manageable way!

### **In pairs**

When you're ready, swap step by step plans, have a good read, suggest ideas to each other.

One main point for your discussion is figuring out which step/s feel like a good start for facing your fears. It's good if they feel challenging, but also manageable (with help).

Make a few notes about what the first step might be in the box below.



## ● Activity 4: Facing fears ●

### Altogether

Feedback your first steps suggestions to the group. The practitioner will help you decide if you're unsure, and give lots of suggestions. Take notes above in your work book.

### In pairs

Ask each other the question: What do you need to learn from doing this activity?

This is a key question. What do you need to know after having faced your fears that will help you feel more confident to face again?

Usually there are two key things – a. that the feared outcome is less terrible or less likely than you think to happen OR b. that you are able to cope – however difficult, or get support that makes you feel ok.

It's fine to put something like "I need to learn that it might feel difficult but I manage to get through it ok."

What do I need to learn from doing my first activity?

Then, start to think together about a first step by step task and write any notes below:

### Altogether

The facilitator will take you through some advice about facing fears that can help make it the most effective.

Exposure is a key element of treatment for anxiety. ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●  
Here are some tips to help you plan and do effective exposure

## 1. Make sure you face fears in a PLANNED and MANAGEABLE way:

- Make sure the first step/exposure task is something that makes you feel a bit uncomfortable but is not overwhelming and feels manageable. Something that has an anxiety rating of between 3-5 is about right. As you build your confidence, you might try tasks which have higher anxiety ratings.
- Breaking things down into smaller steps helps exposure to be more achievable and should build your confidence.
- Make sure you chose something that you are motivated to achieve and will have a positive impact on your life if you are able to stop avoiding.

## 2. Make sure you STAY IN FEARED SITUATIONS long enough until you learn something new / feel ok:

- Through exposure, you will learn that the feared stimulus/situation isn't as dangerous/catastrophic as you thought, and that you can cope, and not feel afraid anymore.
- Make sure you remain in your feared situation for long enough that you are able to learn something useful/new.
- The level of anxiety you are experiencing is a good guide as to when this has been achieved. Therefore, it is often helpful for you to stay in the situation until your anxiety is at a comfortable level.

## 3. Make sure you DROP UNHELPFUL HABITS and use coping strategies not safety behaviours or distraction

- Think about any unhelpful habits you may try to use and make sure you drop these during the exposure. Sometimes people try to distract themselves or not to think about what they are worried about or scared of. Whilst this is totally understandable, it actually prevents effective exposure and will keep your anxiety going.
- Therefore, make sure you think about what you fear during the exposure and wait for your anxiety to reduce naturally as you learn new things about the situation.
- You might need to use other coping strategies to boost your confidence, such as positive self-talk when approaching new exposure tasks to remind yourself of why you are doing this and facing your fears in this way.

## 4. Make sure each step is REPEATED IN DIFFERENT CONTEXTS TO INCREASE NEW LEARNING

- Once you have faced a particular fear, try repeating a similar exposure task in between your sessions but in different places, or different times of day, or with/without certain people. This can make exposure more successful and help overcome your fears faster.
- You will find the more you face your fears and learn about what actually happens and how you cope, the easier it will become to face other situations you have been avoiding / using unhelpful habits to manage.

## 5. Make sure you write down and think about WHAT YOU LEARNT after the exposure is complete:

Once you have completed an exposure task, keep a log and a reminder about what you learnt. Consider the following questions after doing an exposure task. This will help remind you of what you have achieved and will help you plan for upcoming exposure tasks.

- Did what you feared would happen, happen?
- What did you learn about how you coped or managed during the exposure?
- What happened to your anxiety during exposure?
- What have you learned?
- What does this mean about the feared situation?
- How will you take this forward in your life?

Remember the key is to surf the wave of fear as it comes down, until you feel a bit better, until you can start to believe what you need to learn.

## Altogether

You're going to do an activity that's a bit like facing a fear for a bit of practice.

You'll notice that usually the experience of doing something unwanted is rarely what you expect. Did you notice how you were reacting during the exercise? What was automatic, and helpful or unhelpful? What helped you to manage anything tricky? Was there anything that you did where you were consciously choosing to respond that was particularly helpful in terms of managing the unpleasantness but not avoiding it? Make notes in the box below



## ● Activity 5: Planning a home task to face your fears ●

### In pairs

Use the facing your fear plan below to plan your first facing your fears task some time over the next week.

Support each other to make the most realistic and manageable as possible. Think about who you'll involve and how. Think about practical considerations and make sure you have an idea when you might be able to do it. You can ask the practitioners for help at any time.

### Facing your Fear Plan

Let's make a plan to support you to keep facing your fears over the next week.

What is the next step? Or how can you repeat the current step? ● ● ● ● ● ● ● ● ● ● ● ● ● ● ● ●

What do you need to do to achieve this step? Think about when/where, what are you going to do and who will be with you? What do you predict/fear will happen? You may plan this next step to be completed in your next session with your practitioner or at home between sessions.

Are there any unhelpful habits you need to drop/throw away when facing your fear? Are there any helpful coping strategies/tools that can support you?

Unhelpful habits to drop	Helpful coping to use

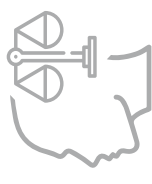
What problems might you encounter? Is there anything that will stop you from facing your fear? How could you overcome this?



How did it go?

What did I learn?

What happened? Did what you feared would happen, happen? What have you learnt from completing this step on your ladder?  
What have you found out about anxiety? What does this mean about the feared situation? How will you take this forward in your life?

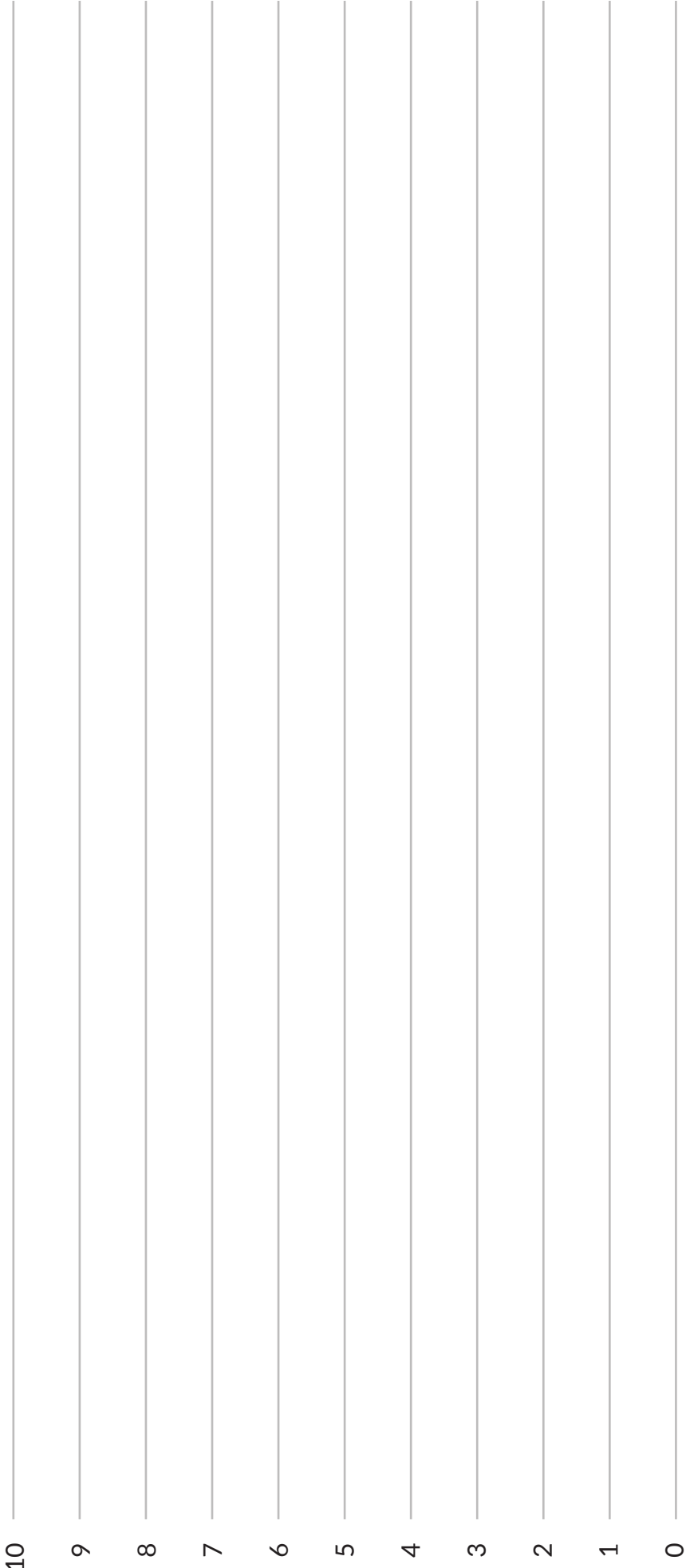


Exposure rating sheet

Track your anxiety over time. You can use the same graph to plot each time you do it, or use different sheets each time.

Date and time: \_\_\_\_\_ Situation/Step on fear ladder \_\_\_\_\_

Fear over time



Time (minutes)

Make sure you plan in a reward for yourself after doing this. This might be something you can do for yourself. Or it might be something you need to discuss with someone in your back up team, and/or parents/carers.

Make any notes about your reward below.

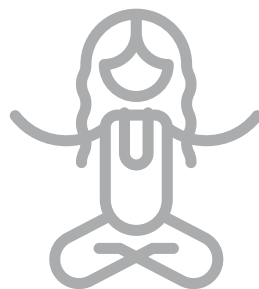


## ● Activity 6: A moment to relax ●



We'll just take a few minutes to relax with a sample coping technique run by your practitioner. For a list of different examples and resources, see the end of the workbook (p. 86-90).

Make any notes you want to about the exercise on this list of resources – or just enjoy the moment of peace.

A large, empty rectangular box with a thin black border, intended for the user to write notes or reflections during the relaxation exercise.



## ● Activity 7: Feedback ●

On your own do the three following tasks



Rate SMART goals out of 10:

Half way to reaching this goal

Goal not at all met

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Goal reached

Write down your key take-home messages from today:

--

Can you think of anything you can do to take things forward over the week? Can you re-read anything from today's session? Is there anything useful to practice from today's session? Have your practitioners suggested practising anything?

--

Note down any immediate thoughts or reflections about what was good or difficult about the group. Have a think about whether you'd like to discuss with the practitioners and how you might tell them.

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## Session 5

### Facing your fears

#### ● Activity 1: Agenda ●

Warm up – revision quiz

How did it go?

REWARD

Planning the next home learning task

Feedback

Quick fire round before starting the group: Go round the group saying a word or phrase about a key learning point from the groups so far.

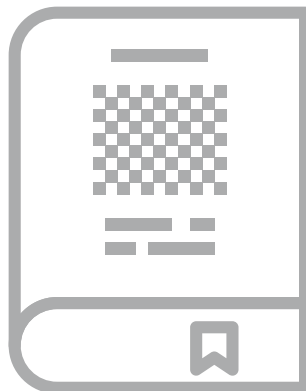


● Activity 2: Warm up ●



Quiz Quiz Quiz!

Use the box below to take any notes that are useful reminders in facing your fears from the quiz.



### ● Activity 3: How did it go? ●

#### In pairs

Go through the questions in the box together. You can either chat about each question together, or split the time and do it like a friendly question and answer or TV interview.

Make any useful notes for yourself. Don't worry if you didn't do your first facing your fears task. It's as important to think about it if you haven't done it, as it is to review it if you have. It's normal to find things difficult, or hard to organise. Thinking through what you can change for next time can really help the chances of more success on the next try. The last question is about what you want to share with the whole group, so make sure you both get a chance to think about that before you finish in your pair. The practitioners will give you a five minute warning.

**1. What happened when you did the task? If didn't do the task you planned, skip to question 7**

**2. Did what you feared would happen happen?**

**3. What have you learned from trying the step?**

**4. What have you found out about anxiety?**

**5. What does this mean about the feared situation?**

**6. How will you take this forward? Now skip to question 12**

7. Did you do a different step or face fears in another way? If yes – go back to question 1 and go through the questions, if no go to next question

8. What got in the way?

9. If you're not sure what got in the way, think about it now. Does it feel too hard?

10. What might make it feel easier (can you do something lower down the ladder? Do you need support with it? Do you need to plan more? Do you need someone to remind you?)

11. Come up with a few brief ideas about what you could do differently next time to help complete your task with your partner

12. Each note down one or two of the main things you've learned from doing the step or from having this chat, ready to feed back to the group

## Altogether

The practitioner will guide you to share learning points with the group. Add any funny or difficult moments if you think helpful to share.



## ● Activity 4: REWARD ●

Often completing a difficult activity, even if it hasn't gone perfectly, can be a reward in itself. It can give you a real mood boost. You should be proud of yourself.

### In small groups



If you haven't sorted it out already, e.g. with parents/carers, or given yourself a reward, have a think about what things might work as a good incentive, and reward, for doing something difficult.

Make a list of ideas below. Help each other think creatively. Rewards don't need to cost money. There are some ideas on the following page if you need them.

#### Ideas for rewards

What do you really value/love?

What do you enjoy doing on your own/with others?

Where/when do you feel most relaxed? Is there anything that helps you to relax?

What could you do to really pamper/treat yourself?

Make a glitter bottle	Watch favourite TV episode	Favourite snack
Token towards large reward	Agreed price	Extra screen time
Time with a friend	Time off a chore	Cinema
Extra time in the park	Mindful colouring	Shopping
Time doing favourite craft	Buying supplies for favourite craft	Doing make up
Warm bath	Extra time doing favourite sport	Gaming
Extra time watching favourite sport	Favourite meal	Favourite drink
Going to cafe	Bubble gum	Chocolate
Art activity	Late bed-time	Early bed-time
Family movie night	Sleepovers with friends	The park
Play with pet/take dog for walk	Call/chat with friend	Take-away
Cook dinner/bake with someone in family	Visit favourite place	New hair cut

## ● Activity 5: Planning your next home learning task ●

### In pairs

Each make a facing your fears plan for the week ahead together using the steps below

### Facing your Fear Plan

Let's make a plan to support you with the next step on your step by step ladder. Keep using the exposure review record to monitor your progress.


What is the next step?

What do you need to do to achieve this step? Think about when/where, what are you going to do and who will be with you? What do you predict/fear will happen? You may plan this next step to be completed in your next session with your practitioner or at home between sessions.

Are there any unhelpful habits you need to drop/throw away when facing your fear? Are there any helpful coping strategies/tools that can support you?

Unhelpful habits to drop	Helpful coping to use

What problems might you encounter? Is there anything that will stop you from facing your fear? How could you overcome this?



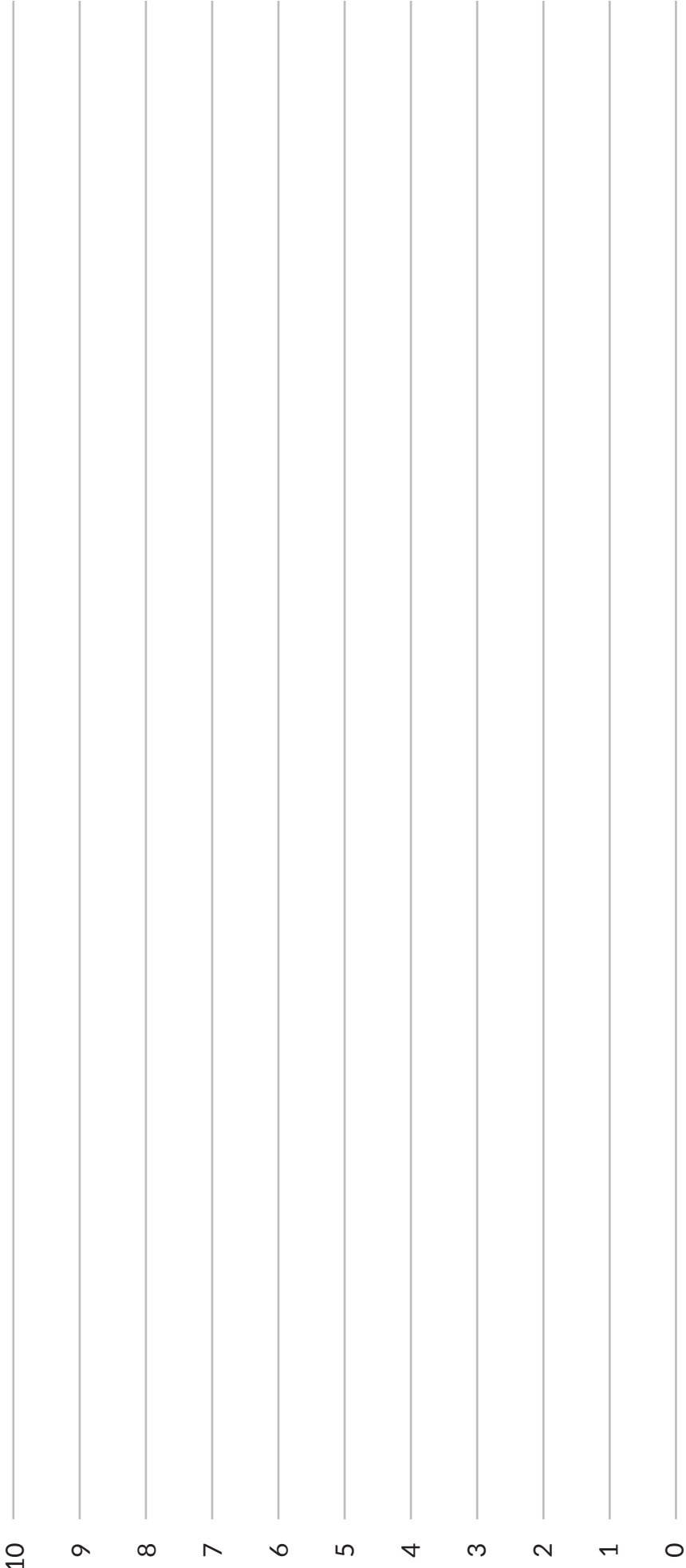


Exposure rating sheet

Track your anxiety over time. You can use the same graph to plot each time you do it, or use different sheets each time.

Date and time: \_\_\_\_\_ Situation/Step on fear ladder \_\_\_\_\_

Fear over time



Time (minutes)

How did it go?

What did I learn?


What happened? Did what you feared would happen, happen? What have you learnt from completing this step on your ladder?  
What have you found out about anxiety? What does this mean about the feared situation? How will you take this forward in your life?

You'll aim to do it before the next session so make sure you plan how and when you'll do it. You can save the review boxes until after you have done the activity. You may choose to do this with a member of your back up team. You can make notes in these sections after you've done it, to bring to the next session. If it's the night before and you haven't done it, don't worry. Make a couple of notes below if you think of anything useful about what got in the way, ready to think about for the next group.

### **Altogether**

Briefly share what you're comfortable to about your plan with the group. Feel free to ask the practitioners any questions if you're unsure about anything.

If it's helpful, make notes below about how you might use your back up team.



## ● Activity 6: Feedback ●

On your own do the three following tasks



Rate SMART goals out of 10:

Half way to reaching this goal

Goal not at all met	1	2	3	4	5	6	7	8	9	10	Goal reached
---------------------	---	---	---	---	---	---	---	---	---	----	--------------

Write down your key take-home messages from today:

Can you think of anything you can do to take things forward over the week? Can you re-read anything from today's session? Is there anything useful to practice from today's session? Have your practitioners suggested practising anything?

Note down any immediate thoughts or reflections about what was good or difficult about the group. Have a think about whether you'd like to discuss with the practitioners and how you might tell them.

## Session 6

### Facing your fears

#### ● Activity 1: Agenda ●

Warm up – the story of my name

How did it go?

REWARD

Planning the next home learning task

Feedback

Quick fire round before starting the group: Go round the group saying a word or phrase about a key learning point from the groups so far.



## ● Activity 2: Warm up ●



The story of my name.

Take a few moments to recall any facts you know about your name, or what the story is behind it. For example, do you know what it means? Did your parents or carers ever tell you why they named you that name? Are you called after anyone? If you're not sure, think of some questions you might ask in your family.



### ● Activity 3: How did it go? ●

#### In pairs

Each make a facing your fears plan for the week ahead together using the steps below

Go through the questions in the box together. You can either chat about each question together, or split the time and do it like a friendly question and answer or TV interview.

Make any useful notes for yourself. Don't worry if you didn't do your first facing your fears task. It's as important to think about it if you haven't done it, as it is to review it if you have. It's normal to find things difficult, or hard to organise. Thinking through what you can change for next time can really help the chances of more success on the next try. The last question is about what you want to share with the whole group, so make sure you both get a chance to think about that before you finish in your pair. The practitioners will give you a five minute warning.

**1. What happened when you did the task? If didn't do the task you planned, skip to question 7**

**2. Did what you feared would happen happen?**

**3. What have you learned from trying the step?**

**4. What have you found out about anxiety?**

**5. What does this mean about the feared situation?**

**6. How will you take this forward? Now skip to question 12**

7. Did you do a different step or face fears in another way? If yes – go back to question 1 and go through the questions, if no go to next question

8. What got in the way?

9. If you're not sure what got in the way, think about it now. Does it feel too hard?

10. What might make it feel easier (can you do something lower down the ladder? Do you need support with it? Do you need to plan more? Do you need someone to remind you?)

11. Come up with a few brief ideas about what you could do differently next time to help complete your task with your partner

12. Each note down one or two of the main things you've learned from doing the step or from having this chat, ready to feed back to the group

## Altogether

The practitioner will guide you to share learning points with the group. Add any funny or difficult moments if you think helpful to share.



## ● Activity 4: REWARD ●

### In small groups



Think about the rewards (if any) you've used so far together. Recommend any good ones. Are some better than others at different times, or for different tasks? Do you need to change the rewards for the same task over time? Make a note of any ideas you have together or anything you want to remember.

### Altogether

Agree to a pleasant activity to do together. The practitioner will lead it.



## ● Activity 5: Planning next home learning task ●

### In pairs

Each make a facing your fears plan for the week ahead together using the steps below

#### Facing your Fear Plan

Let's make a plan to support you with the next step on your step by step ladder. Keep using the exposure review record to monitor your progress.

What is the next step?

What do you need to do to achieve this step? Think about when/where, what are you going to do and who will be with you? What do you predict/fear will happen? You may plan this next step to be completed in your next session with your practitioner or at home between sessions.

Are there any unhelpful habits you need to drop/throw away when facing your fear? Are there any helpful coping strategies/tools that can support you?

Unhelpful habits to drop	Helpful coping to use

What problems might you encounter? Is there anything that will stop you from facing your fear? How could you overcome this?

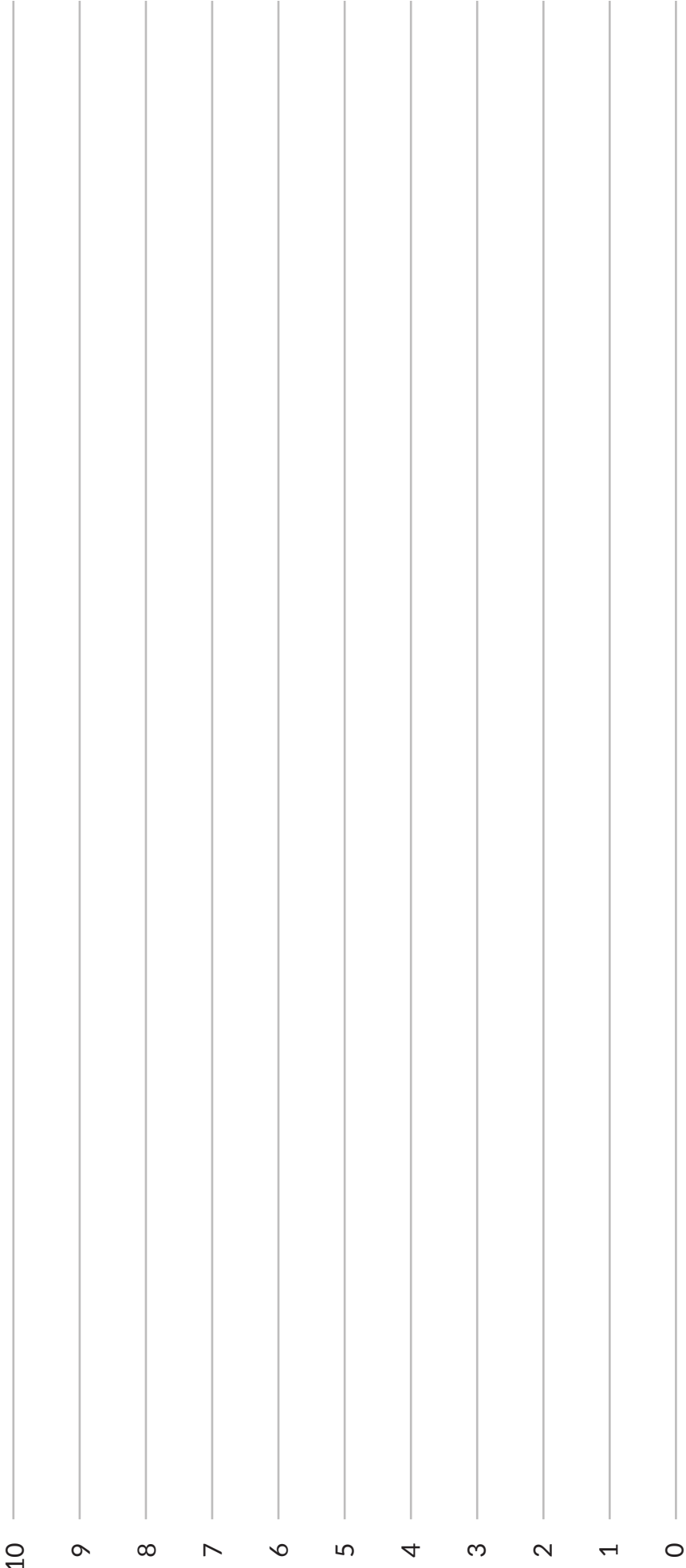


Exposure rating sheet

Track your anxiety over time. You can use the same graph to plot each time you do it, or use different sheets each time.

Date and time: \_\_\_\_\_ Situation/Step on fear ladder \_\_\_\_\_

Fear over time



Time (minutes)

How did it go?

What did I learn?

What happened? Did what you feared would happen, happen? What have you learnt from completing this step on your ladder?  
What have you found out about anxiety? What does this mean about the feared situation? How will you take this forward in your life?

You'll aim to do it before the next session so make sure you plan how and when you'll do it. You can save the review boxes until after you have done the activity. You may choose to do this with a member of your back up team. You can make notes in these sections after you've done it, to bring to the next session. If it's the night before and you haven't done it, don't worry. Make a couple of notes below if you think of anything useful about what got in the way, ready to think about for the next group.

### **Altogether**

Briefly share what you're comfortable to about your plan with the group. Feel free to ask the practitioners any questions if you're unsure about anything.

If it's helpful, make notes below about how you might use your back up team.



## ● Activity 6: Feedback ●

On your own do the three following tasks



Rate SMART goals out of 10:

Half way to reaching this goal

Goal not at all met

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Goal reached

Write down your key take-home messages from today (this might be just “Give it a go!/Just do it!”):

Can you think of anything you can do to take things forward over the week? Can you re-read anything from today's session? Is there anything useful to practice from today's session? Have your practitioners suggested practising anything?

Note down any immediate thoughts or reflections about what was good or difficult about the group. Have a think about whether you'd like to discuss with the practitioners and how you might tell them.

## Session 7

### Problem Solving

#### ● Activity 1: Agenda ●

Warm up – Problems and fears

Worry tree

Problem solving

Planning next home learning task

Feedback

Quickfire round before starting the group: Go round in turns saying one word or phrase that sums up how the home learning task went this week.



## ● Activity 2: Warm up ●



### On your own

Have a quick look through this list of common situations/thoughts. On the list below. Tick the box whether you think it is a problem or a fear.



The thing I am worrying about	Problem	Fear
I have an exam tomorrow I won't ever get a job		
If I answer a question wrong, I'll get a detention		
Someone I love might become unwell in the future		
There may be a terrorist attack on the train		
I don't have enough money on me for the bus fare		
I've forgotten my PE kit		
I'm always falling out with my friends		

When you've finished – have a think. Why did you make these decisions? What's the difference between fears and problems?

### Altogether

The practitioner will read out the list, and as a quick fire round – yell out whether you think it's a problem or a fear – see whether the rest of the group agrees. There are no right or wrong answers – sometimes it depends.

Below are a few ideas about the differences between problems and fears. Add any thoughts you have about it to the boxes.

#### Problems

*Is it possible, or likely, to happen*

*You have to find a solution to move forwards*

*It would be difficult for anyone to solve*

*Many people have similar issues*

#### Fears

*It's not likely to happen anytime soon, however frightening it is*

*You can move forward with your life without dealing with it right now*

*Fears are different for everybody. Yours might seem odd, but everyone has unique fears*

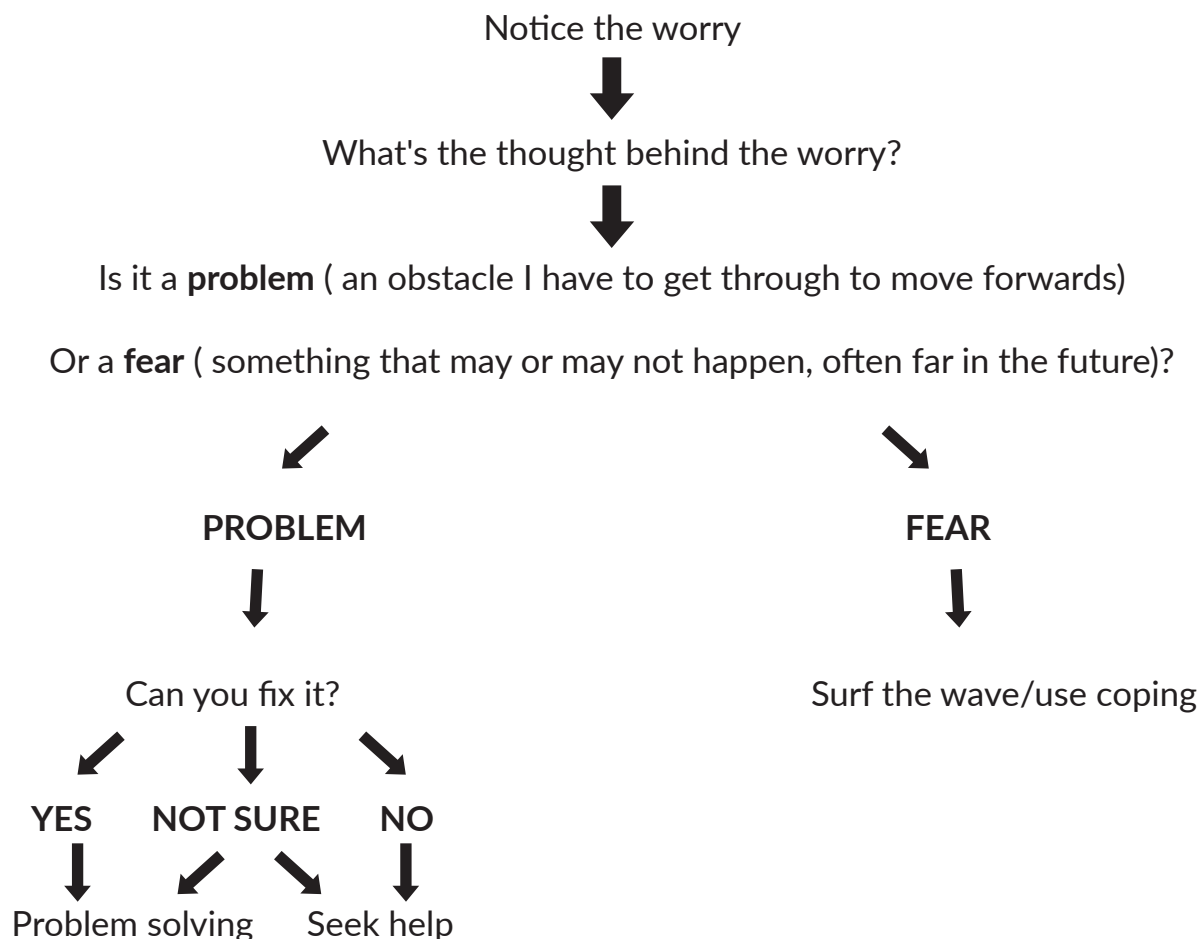
It's helpful to know whether you're worrying about a problem or a fear, because there are different ways of managing them. Knowing whether it is a problem or fear you're worrying about can help you decide what to do next.



### ● Activity 3: Worry tree ●

#### Altogether

When you catch yourself worrying, it can be really helpful to take yourself through the following stages:



#### In pairs

Choose one or two recent examples of worries you've had (or you can use the examples from before if you'd rather keep them private). Have a go thinking through the worry tree together.



## ● Activity 4: Problem solving ●

### Altogether

When you catch yourself worrying, it can be really helpful to take yourself through the following stages:

- I **Define the problem:** What exactly is the problem? Break it down into parts if you need to
- II **With a COMPLETELY open mind:** Suggest every single solution you can think of. There are no silly suggestions, there are no bad suggestions. List absolutely EVERYTHING that pops into your head
- III **Weigh up the pros and cons:** Have a think about the up and downsides of each suggestion and tick all the ones you think sound like they might be realistic, achievable and successful. Plan when, where and how you'll do it. Who or what will you need to help?
- IV **Pick a solution:** Decide on the best solution – this might include piecing together several of the suggestions above to make a specific plan
- V **DO IT:** Carry out the plan. Take a note of how it went – was it effective? What parts went well and what not so well? **How will you take this forward? What will you do next?**

## ● Activity 5: Planning next home learning task ●

### In pairs

Each make a facing your fears plan for the week ahead together using the steps below

#### Facing your Fear Plan

Let's make a plan to support you with the next step on your step by step ladder. Keep using the exposure review record to monitor your progress.

What is the next step?

What do you need to do to achieve this step? Think about when/where, what are you going to do and who will be with you? What do you predict/fear will happen? You may plan this next step to be completed in your next session with your practitioner or at home between sessions.

Are there any unhelpful habits you need to drop/throw away when facing your fear? Are there any helpful coping strategies/tools that can support you?

Unhelpful habits to drop	Helpful coping to use

What problems might you encounter? Is there anything that will stop you from facing your fear? How could you overcome this?

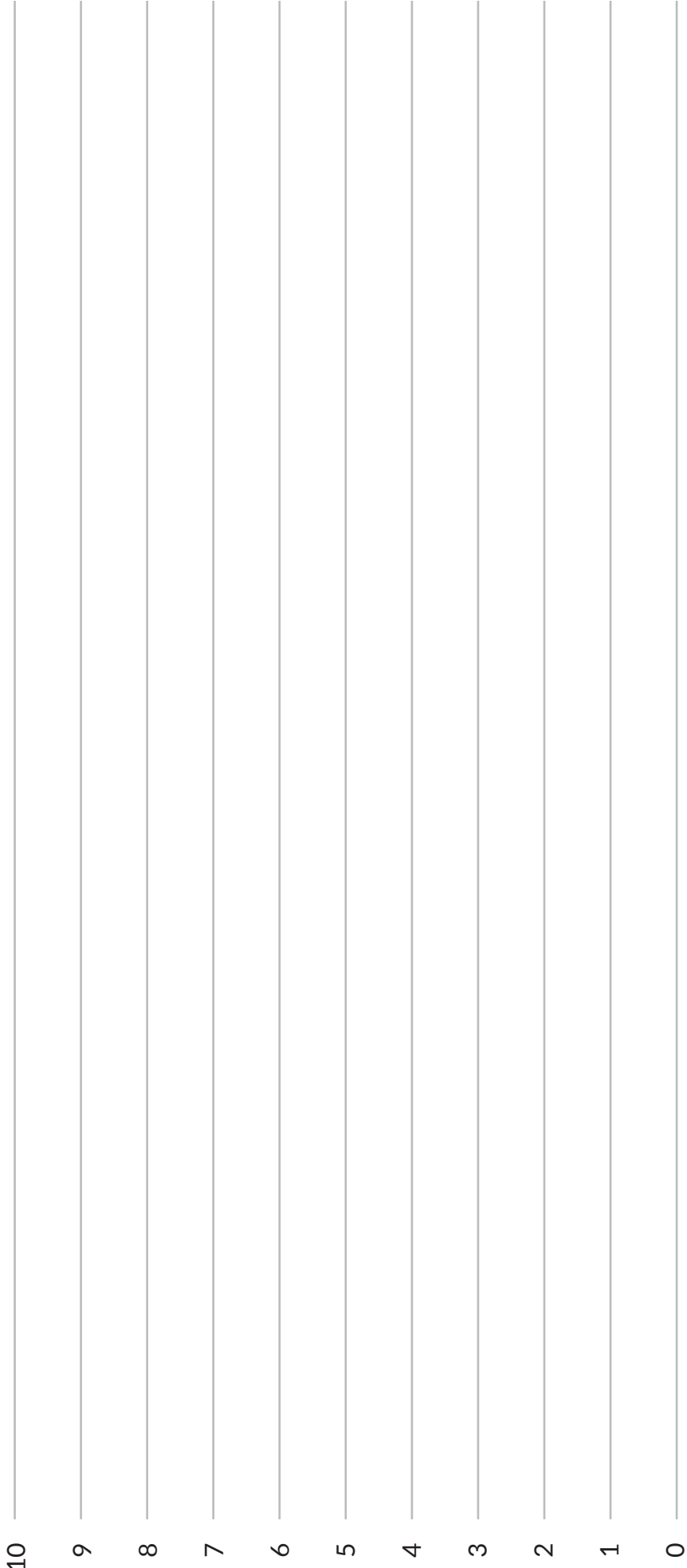


# Exposure rating sheet

Track your anxiety over time. You can use the same graph to plot each time you do it, or use different sheets each time.

Date and time: \_\_\_\_\_ Situation/Step on fear ladder \_\_\_\_\_

Fear over time



Time (minutes)

How did it go?

What did I learn?

What happened? Did what you feared would happen, happen? What have you learnt from completing this step on your ladder?  
What have you found out about anxiety? What does this mean about the feared situation? How will you take this forward in your life?

You'll aim to do it before the next session so make sure you plan how and when you'll do it. You can save the review boxes until after you have done the activity. You may choose to do this with a member of your back up team. You can make notes in these sections after you've done it, to bring to the next session. If it's the night before and you haven't done it, don't worry. Make a couple of notes below if you think of anything useful about what got in the way, ready to think about for the next group.

If you feel relatively comfortable with this planning now, you can use the time to think ahead and plan a few activities for the coming weeks. If you need help, get in touch with the practitioners as usual.

### **Altogether**

Briefly share what you're comfortable to about your plan with the group. Feel free to ask the practitioners any questions if you're unsure about anything.

If it's helpful, make notes below about how you might use your back up team.



## ● Activity 6: Feedback ●

On your own do the three following tasks



Rate SMART goals out of 10:

Half way to reaching this goal

Goal not at all met

1	2	3	4	5	6	7	8	9	10
---	---	---	---	---	---	---	---	---	----

Goal reached

Write down your key take-home messages from today (this might be just “Give it a go!/Just do it!”):

Can you think of anything you can do to take things forward over the week? Can you re-read anything from today's session? Is there anything useful to practice from today's session? Have your practitioners suggested practising anything?

Note down any immediate thoughts or reflections about what was good or difficult about the group. Have a think about whether you'd like to discuss with the practitioners and how you might tell them.

## Session 8

### Looking back and moving forwards

#### ● Activity 1: Agenda ●

Mystery warm-up

What have I learned so far?

Reflections

Moving forwards plan

Feedback

Before group starts – go round everyone with headlines about how home learning has gone this week.





● Activity 2: Mystery warm up ●



Use the box below to note down any ideas for your turn after the practitioner has explained the exercise.



### ● Activity 3: What have I learned so far? ●

#### **Altogether**

Make any notes about important things you want to remember from the group below.

#### **In pairs**

Make a list of the things you've achieved in the face of fears since the start of the group. Don't minimise your achievements. It's very tempting to brush off the things that you've managed, but you need to own them to move forwards. Confronting your fears is one of the hardest things that anyone ever does. Make a note of the things you are proud of, and make sure you encourage your partner to do the same. Try and think about yourself the way you might be thinking of your partner, or a close friend. How would you encourage them to keep moving forwards? Have the same courtesy and respect for yourself.

Make sure you think of specific occasions. Try and recall all the details. Even if it was difficult at the time, try and think of things that made you feel energised afterwards, or more empowered. You'll start this now in your pairs, but remember to take it home and add to it as you continue on your journey.



## ● Activity 4: Reflections ●

### On your own

Your practitioner will give you time to complete all the end of group questionnaires (the same ones you completed at the beginning of the group).

When you've finished, spend a bit of time on your own reflecting on anything you would like to feed back to the practitioners and/or the group about your experiences. Or any messages now it is finishing.

**What have you most enjoyed about the group and why?**

What will you remember the most? What has been the most inspiring or empowering thing?

Has there been anything unhelpful or that you haven't liked about the group? How could this be changed for future groups?

Would you recommend the group to another young person who is struggling with fears and worries? If so why? If not, why not?



## ● Activity 5: Moving forwards plan ●

There are lots of ways you can get extra help now your sessions are finished, including using the resources suggested below.

What did you want to achieve at the start of sessions? Were there particular problems or difficulties you wanted support to overcome?

What is your understanding of what was keeping these problems/difficulties going?

Have things got any better? How do you know?

What has helped you to overcome these problems/difficulties?

How would you know if the problems/difficulties were getting worse again?

What could you do if this happened?

Short term goals:

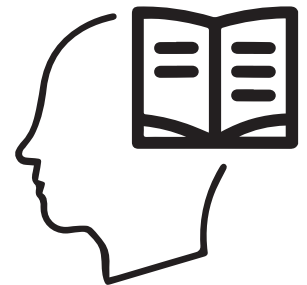
Long term goals:



Write down what will happen next. Are any additional referrals being made for further support? Is there a date for a planned review?

## Who can I speak to now our sessions have finished?

There are lots of ways you can get extra help now your sessions are finished, including using the resources suggested below.



### Books

- Biegel, G.M. (2009). The Stress Reduction Workbook for Teens: Mindfulness Skills to Help You Deal with Stress. California: New Harbinger
- Ciarrochi, J. Hayes, L. & Bailey, A. (2012). Get Out of Your Mind and Into Your Life for Teens: A Guide to Living an Extraordinary Life. California: New Harbinger
- Ford, E., Liebowitz, M. & Wasmer Andrews, L. (2007). What You Must Think of Me: A Firsthand Account of One Teenager's Experience with Social Anxiety Disorder. U.S.A., Oxford University Press.
- Schab, L. M. (2009). The Anxiety Workbook for Teens: Activities to Help You Deal with Anxiety and Worry. California: New Harbinger
- Shannon, J, Shannon, D. & Padesky, C. (2012). The Shyness and Social Anxiety Workbook for Teens: CBT and ACT Skills to Help You Build Self-Confidence. California: New Harbinger
- Stallard, P. (2002). Think Good – Feel Good: A cognitive behaviour therapy workbook for children and young people. Chichester: John Wiley & Sons. (plus, additional online resources after purchasing book <http://www.wileyurope.com/go/thinkgoodfeelgood>)
- Tompkins, Michael. A. & Martinez, Katherine, A. (2009). My Anxious Mind: A Teen's Guide to Managing Anxiety and Panic. Washington: Magination Press

## Helplines

- Childline **0800 11 11** (free confidential 24hr helpline for young people who are aged up to 19 years old)
- Samaritans **08457 90 90 90**  
(free confidential 24-hour helpline)
- Papyrus HOPELineUK **0800 068 41 41** (free confidential helpline for anyone concerned about a young person at risk of harming themselves. Open weekdays 10am – 5pm, 7pm – 10pm; weekends 2pm – 5pm)



## Websites

- [www.livinglifetothefull.com](http://www.livinglifetothefull.com)  
(a useful website with a range of booklets, worksheets and computer-based self-help modules)
- <http://www.moodjuice.scot.nhs.uk/>  
(a self-help site full of resources and booklets for dealing with depression, anxiety and other difficulties)
- <https://moodgym.anu.edu.au>  
(free web-based CBT programme, which includes modules on assertiveness and inter-personal skills)
- [www.youthanxietycanada.com](http://www.youthanxietycanada.com)  
(a useful website with information for young people and parents on different types of anxiety and ways to overcome it)
- <http://www.thesite.org>  
The Site (online guide to life for young people 16 years and over)
- Childline [www.childline.org.uk](http://www.childline.org.uk)  
If you would prefer to speak to a counsellor online:  
<http://www.childline.org.uk/talk/chat/pages/onlinechat.aspx>  
(or you can exchange emails with a counsellor.)
- <http://www.papyrus-uk.org/support/for-you>  
& <http://www.papyrus-uk.org/support/for-parents>  
(advice and support for young people dealing with self-harm and emotional distress and for those who are worried about them).
- Harmless [www.harmless.org.uk](http://www.harmless.org.uk)  
(user-led organisation that includes a range of information and support for people who self-harm)

- Who can I speak to now our group has finished? ●

## Support groups

- **Young Minds** (Charity committed to improving the mental health of young people. Support for those worried about a young person's behaviour or mental health. Provides information leaflets)  
[www.youngminds.org.uk/](http://www.youngminds.org.uk/)
- **Rethink** (Provides information and a helpline for anyone affected by mental health problems) Helpline **0300 500 0927**  
[www.rethink.org](http://www.rethink.org)
- **Mind** (Provides information on mental health problems and treatments): Helpline **0300 123 3393** (Mon-Fri 9am – 5pm)  
[www.mind.org.uk](http://www.mind.org.uk)





● ●

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Find somewhere comfortable to sit or lie down.

- ## 5. Repeat

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**Hands** – clench your left fist and then relax, do the same with your right.

**Arms** – bend your elbows and tense your arm and bicep and then relax.

**Neck** – *press your head back and roll it from side to side slowly. Feel the tension moving and then bring your head back into a comfortable position.*

**Face** – focus on the jaw and forehead. Lower your eyebrows into a frown and then raise them. After 5 seconds relax them and clench your jaw for 5 seconds and then relax.

**Chest** – take a deep breath and notice your chest rising. Hold it for 5 seconds and relax.

**Stomach** – tense your stomach as tight as you can and then relax.

**Legs** – straighten your legs and stretch out as far as possible. Bend your feet up towards your face. After 5 seconds of tensing, wiggle your toes and relax.



## Grounding Techniques

Helping to find ways to focus on the here and now when you are feeling very anxious and lost in your worries can be really helpful. Below are a couple of strategies that you might want to practice and try using when you are anxious.

### 54321

*Describe/name 5 things you can see*

*Describe/name 4 things you can touch*

*Describe/name 3 things you can hear*

*Describe/name 2 things you can smell*

*Describe/name 1 thing you can taste*



### Colours

*Find 3 things in the room that are red/yellow/green etc..*

The aim of the above strategies is not to distract you from your thoughts or replace those thoughts but to help you focus on what is happening around you and where you are, rather than focusing on your body sensations or your thinking. If you do experience anxious or upsetting thoughts while you are doing the exercises, just notice they are there, let them go and try to focus back on the things you are trying to describe.

There are lots of other resources and techniques that you may also find helpful. Here are a few websites to check out.

[www.youth.anxietycanada.com](http://www.youth.anxietycanada.com)

[www.youngminds.org.uk](http://www.youngminds.org.uk)

NHS apps library:

<https://www.nhs.uk/apps-library/category/mental-health/>



**This is to certify that:**

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Has shown dedication and courage in facing their fears or worries.

**They've demonstrated:**

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**Well done and good luck from the team:**

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