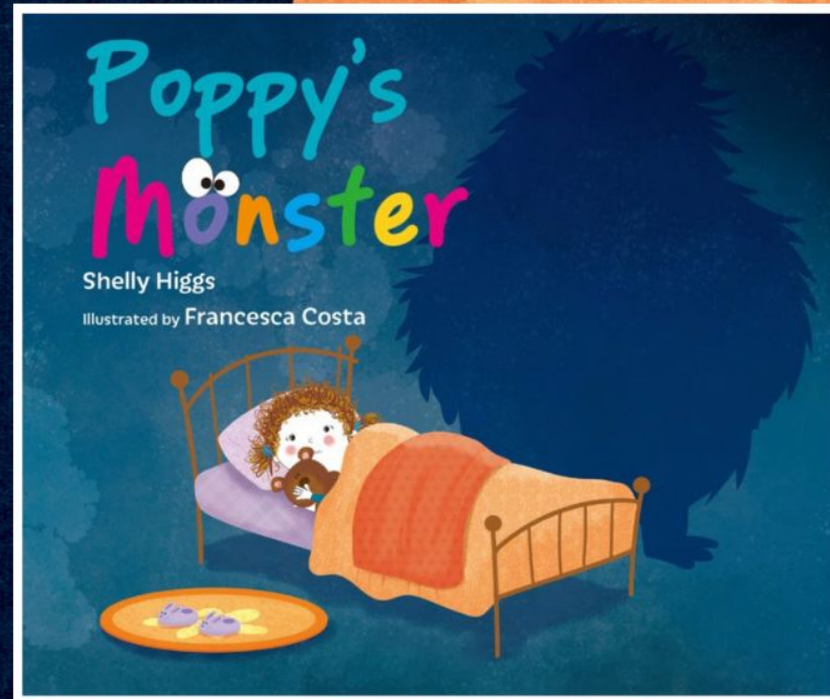


SCHOOL WORKSHOPS



Understanding fear and the secret of imagination

SEL WORKSHOPS PRESCHOOL-YEAR 6

Understanding Anxiety and the Secret of Imagination with Poppy's Monster

Please find below information on workshops addressing *Understanding Anxiety and the Secret of Imagination with Poppy's Monster*.

Read/Discussion of Poppy's Monster and activities to address:

- describing anxiety
- understanding anxiety (and adaptive reasons/how it wants to protect us)
- the physiology of fear and fight or flight
- strategies and tools to overcome feeling worried
- a strengths based look at support and healthy ways to feel better
- imaginative approach to understanding fear and problem solving

Duration: 30 minutes- 2hrs (depending on age and how in depth you'd like to explore the topic - see workshop break down for suggested duration)

Suitable for: Kindy - Year 6 (see below information on particular workshop for different year levels)

Participants: 10-35

Please note, I'm very happy to work with you on how in depth you'd like to explore the topics -such as the science behind anxiety and how much you would like to explore improvisation/ drama/ creative writing responses. Workshops can be adapted as needed to areas of interest with class/teachers.

Preschool - Identifying Fear and Imagining Monsters

Date	Lesson Time/Length: 25-30 minutes
Class: Preschool	
Objectives: By the end of the lesson the students will be able to identify what anxiety feels like in their own body, know multiple ways to <i>describe</i> feeling afraid, have created a craft version of a monster, recognised their own strategies for calming down and learnt a new breathing exercise.	
Resources/equipment/room arrangement: Children will be asked to sit on the floor for story time/discussion. Children will need access to coloured pencils and paper and glue and ideally some craft items such as goggly eyes, tissue paper, pipe cleaners etc (I can provide these, but please do let me know!)	
Lesson Outline <ul style="list-style-type: none"> • Introduction of me and show the book. Inference questions about what it may be about (looking at illustrations on cover). Discussion about fear in general: <i>When do we feel afraid? When have you felt scared before? Does everyone feel scared sometimes? When might fear be a helpful feeling? Can you think of an example?</i> (i.e. fast noisy cars on road, we feel afraid to cross... lion roaring at you - will you pet it?). (Messaging - fear is very normal, universal feeling, and it's there for a reason) • Read book • Discussion on book: <i>Why do you think Poppy wanted to hold hands?</i> <i>Why do you think Poppy's brother suggested imagining funny things like disco dancing sheep?</i> <i>Why does visualising her monster help Poppy?</i> <i>Why do you think Poppy felt better when she imagined everyone else with tiny Fear Monsters?</i> <i>Why do you think Poppy gets nervous when something new happens?</i> <i>Why is it important that Poppy is kind to her monster?</i> <i>What do you think this book is trying to say?</i> • Discussion on fear (physiology - why and what happens in our bodies): <i>Where might we feel afraid in our bodies? What can it feel like? How did it feel for Poppy?</i> • Imagine if: example of fear in bodies. Let's pretend we all heard a really scary strange noise and we don't know what it is. How might we act? (Intake of breathe and hold the breath). Oh don't worry it was just a really loud scene from a movie that _____ is watching in the next room. How might we act then? (Let out our breath. Sigh of relief.) • Class learns breathing exercise • Strengths identification - <i>What other things might you do to feel safe if you have been scared?</i> • Craft activity - create your own Fear Monster 	

Kindy/Year 1/Yr 2 - Understanding Fear and Imagining Monsters

Date	Lesson Time/Length: 30-35 minutes
Class: Kindy/Year1/Year 2	
<p>Objectives: By the end of the lesson the students will be able to identify what anxiety feels like in their own body, understand why we experience anxiety, know multiple ways to <i>describe</i> feeling afraid, identify some anxious thoughts, have created a craft version of a monster, recognised their own strategies for calming down and learnt a new breathing exercise.</p>	
<p>Resources/equipment/room arrangement: Children will be asked to sit on the floor for story time and the interactive discussion. We'll use butcher's paper and pen or whiteboard and marker for examples of anxiety in body and brainstorming on descriptive words.</p> <p>Children will need access to coloured pencils and paper and glue and ideally some craft items (such as goggle eyes, tissue paper, pipe cleaners etc.)</p>	
<p>Lesson Outline</p> <ul style="list-style-type: none"> • Introduction of me and show the book. Inference questions about what it may be about (looking at illustrations on cover). • Discussion about fear in general: <i>When do we feel afraid? When have you felt scared before? Does everyone feel scared sometimes? When might fear be a helpful feeling? Can you think of an example?</i> (i.e. fast noisy cars on road, we feel afraid to cross... lion roaring at you - will you pet it?). Normalising Fear/Adaptive). Anxious thoughts - how these might contribute to feeling afraid. 'I don't know what's happening, I haven't done this before' etc. • Read book (literal questions, inferential questions) • Discussion on book/ Why I wrote it/ Has anyone felt scared starting school? <p><i>Why do you think Poppy wanted to hold hands? Why do you think Poppy's brother suggested imagining funny things like disco dancing sheep?</i></p> <p><i>Why does visualising her monster help Poppy?</i></p> <p><i>Why do you think Poppy felt better when she imagined everyone else with tiny Fear Monsters?</i></p> <p><i>Why do you think Poppy gets nervous when something new happens?</i></p> <p><i>Why is it important that Poppy is kind to her monster? (Kindness to self and others when afraid - asking for help)</i></p> <p><i>What do you think this book is trying to say?</i></p> <ul style="list-style-type: none"> • Discussion on fear (physiology - why and what happens in our bodies): <p><i>Where might we feel afraid in our bodies? What can it feel like? How did it feel for Poppy?</i></p> <p>Improvised example of fear in bodies. Let's pretend we all heard a really scary strange noise and we don't know what it is. How might we act? (Intake of breathe and hold the breath). Oh don't worry it was just a really loud scene from a movie that _____ is watching in the next room. How might we act then? (Let out our breath. Sigh of relief.)</p> <ul style="list-style-type: none"> • The scariness of not knowing - touch the object in the box exercise. Commentary from volunteer and what they are thinking/feeling when touching unknown hidden object. • Class learns breathing exercise • Strengths identification - <i>What other things might you do to feel safe when you're scared?</i> • Craft activity - create your own Fear Monster. Imaginative exploration - what might he be like? How does he talk? What does he get noisy about? What does he like to do? 	

Year 3/Year 4 - Understanding Fear and Imagining as if

Date	Lesson Time/Length: 40-50minutes
Class: Year 3 / Year 4	
Objectives: By the end of the lesson the students will be able to identify what anxiety feels like in their own body, understand why we experience anxiety, know multiple ways to <i>describe</i> feeling afraid, identify a number of anxious thoughts in different situations, recognised their own strategies for calming down, learnt a new breathing exercise and mindfulness exercise and taken part in an imaginary/ dramatic exploration of fear in various situations.	
Resources/equipment/room arrangement: Children will be asked to sit on the floor for story time and the interactive discussion. We'll use butcher's paper and pen or whiteboard and marker for examples of anxiety in the body and to brainstorm ideas. Children will need space to work in groups of 2-4 to create improvised scenes.	
Lesson Outline <ul style="list-style-type: none"> • Introduction of me and show the book. Inference questions about what it may be about (looking at illustrations on cover). • Discussion about fear in general: <i>When do we feel afraid? When have you felt scared before? Does everyone feel scared sometimes? When might fear be a helpful feeling? Can you think of an example?</i> (i.e. Normalising Fear/ It's adaptive). Anxious thoughts - how these might contribute to feeling afraid. 'I don't know what's happening, I haven't done this before' etc. • Read book (literal questions, inferential questions) • Discussion on book: <i>Why do you think Poppy wanted to hold hands? Why do you think Poppy's brother suggested imagining funny things like disco dancing sheep? Why does visualising her monster help Poppy? Why do you think Poppy felt better when she imagined everyone else with tiny Fear Monsters? Why do you think Poppy gets nervous when something new happens? Why is it important that Poppy is kind to her monster? (Kindness to self and others when afraid - asking for help). What do you think this book is trying to say?</i> • Discussion on fear (physiology - why and what happens in our bodies): <i>Where might we feel afraid in our bodies? What can it feel like? How did it feel for Poppy? What might Poppy be thinking? Are these thoughts helpful to Poppy?</i> Improvvised Example of fear in bodies. Imagine you're in a car and it stops suddenly as a train races past. How might you act? (Intake of breathe and hold the breath). When the train has passed and you know you're safe, how might you act then? (Let out our breath. Sigh of relief.) <ul style="list-style-type: none"> • The scariness of not knowing - touch the object in the box exercise. Commentary from volunteer and what they are thinking/feeling when touching unknown hidden object. • Some students act out Poppy coming to school and friends asking what's wrong. What might she be thinking/Feeling? What might help in this instance? What doesn't help? • Strengths identification - <i>What things might you do to feel safe when you're scared?</i> - Brainstorm (or self paced activity sheet) • Class learns breathing exercise and/or Mindfulness exercise. • Drama Activity - create a scenario with Fear monster and human he's protecting. Imaginative exploration - what's he like? How does he talk? Walk? Does his human know he's there? What does he like to do? Create a new scenario, where he protects his person from something. What is it? What is the catalyst for fear to show up? What's the person thinking? Feeling? Share improvisation with the class. If we change some of the thoughts, what happens then? How does that effect what the person is feeling? What they do? 	

Year 5/6 - Getting in a Monster's Mind

Date	Lesson Time/Length: 40-60minutes
Class: Year 5/ Year 6	
<p>Objectives: By the end of the lesson the students will be able to identify what anxiety feels like in their own body, understand why we experience anxiety, know multiple ways to <i>describe</i> feeling afraid, identify a number of anxious thoughts in different situations, recognised their own strategies for calming down, learnt a new breathing exercise and mindfulness exercise and taken part in an imaginary/ dramatic exploration of fear in various situations. They will have created a scene or a monologue or their own narrative story using the idea of having a Fear Monster.</p>	
<p>Resources/equipment/room arrangement: Children will be asked to sit on the floor for story time and the interactive discussion. We'll use butcher's paper and pen or whiteboard and marker for examples of anxiety in the body and to brainstorm ideas. Children will need space to work in groups of 2-4 to create improvised scenes or can choose to write a monologue or narrative.</p>	
<p>Lesson Outline</p> <ul style="list-style-type: none"> • Introduction of me and show the book. Inference questions about what it may be about (looking at illustrations on cover). • Discussion about fear in general/ brainstorm: <i>When have you felt afraid etc.</i> (i.e. Normalising Fear/ It's adaptive). • Discussion on Anxious thoughts - and how these might contribute to feeling afraid. 'I don't know what's happening, I haven't done this before' etc. • Read book (literal questions, inferential questions) • Discussion on book: <i>Why does visualising her monster help Poppy? Why do you think Poppy felt better when she imagined everyone else with tiny Fear Monsters? Why do you think Poppy gets nervous when something new happens? Why is it important that Poppy is kind to her monster? (Kindness to self and others when afraid - asking for help) What do you think this book is trying to say?</i> • Discussion on fear (physiology - why and what happens in our bodies - scientific explanation including amygdala, hypothalamus, adrenal system) <i>Where do you feel afraid in your bodies? What can it feel like? How did it feel for Poppy? What might Poppy be thinking? Are these thoughts helpful to Poppy? What actions might we do when we are afraid.</i> Thought/Feeling/Action cycle. <p>Improvised Example of fear in bodies. Imagine you're in a car and it stops suddenly as a train races past. How might you act? (Intake of breathe and hold the breath). When the train has passed and you know you're safe, how might you act then? (Let out our breath. Sigh of relief.)</p> <ul style="list-style-type: none"> • The scariness of not knowing - touch the object in the box exercise. Commentary from volunteer and what they are thinking/feeling when touching unknown hidden object. • Dramatisation: some students act out a scenario where someone is feeling afraid. (Swing at camp?) What might they be thinking/Feeling? What might help? What doesn't help? • Class learns breathing exercise and/or Mindfulness exercise. • Strengths identification - <i>What things might you do to feel safe when you're scared?</i> - Brainstorm (or self paced activity sheet) • Drama Activity - create a scenario with Fear monster and human he's protecting. Imaginative exploration - what's he like? How does he talk? Walk? Does his human know he's there? What does he like to do? Create a new scenario, where he protects his person from something. What is it? What is the catalyst for fear to show up? What's the person thinking? Feeling? Share improvisation with the class. If we change some of the thoughts, what happens then? How does that effect how the person feels/acts? • Writing Activity - Create a monologue from a Fear Monster's Point of View. Or write your own narrative which includes a Fear Monster. Share with class. 	

