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Sexuality Education Lesson Plans Southeast Asia

WHAT IS
SOCIAL ANXIETY?



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ABOUT THIS LESSON . . .



This lesson plan is one of a set of 9 individual, scripted lesson plans that are available to support in-school or out-of-school delivery of comprehensive sexuality education (CSE) in Southeast Asia. The scripted lesson plans are designed to incorporate use of AMAZE educational videos that address the lesson plan topics and can be used to supplement existing lesson plans or resources that you may already be using in the delivery of CSE.

Ideally, learning about any specific CSE topics should provide learners with the opportunity to develop, apply and practice learning in the domains of knowledge, skills and attitudes. In these lesson plans we provide as an example, only a few of the primary learning outcomes that could be targeted, recognizing that a single lesson is often not enough to achieve mastery of any one learning outcome or adequately cover more than one learning domain. Teachers are encouraged to schedule and deliver follow-up lessons that reinforce intended learning outcomes of these lessons/CSE topics, and to take advantage of other opportunities both in, and outside the classroom that enable learners to reflect on attitudes and practice and reinforce a skill.



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International Technical Guidance on Sexuality Education Alignment

Key Concept 5: Skills for Health and Well-being

- Topic 5.5: Finding Health and Support, ages 9-12

Prior Student Knowledge

Students have learned about the concept of mental health, what is meant by a trusted adult and ways to seek one out. Students support the idea that all people have the right to be protected and supported.

Target Age-Range

Grades 7-8 (approximately ages 10-14)

Time

45 minutes

TEACHER PREPARATION:

- Research names and contact information of counselors and mental health services that students can access at the school or locally and prepare a handout and make copies to share this information with students.
- Write the questions in Step 2 on a blackboard ahead of time.
- Access and preview the AMAZE What is Social Anxiety? video to be familiar with the content and sure that you are comfortable showing it in class.
- Test playing the video so that it's ready to view during the lesson, either queued up to the start (to avoid ads) on YouTube, off of an **AMAZE playlist**, or a downloaded version. Consider using the **YouTube Playback Speed function** to adjust the speed of the video to what's best for your students.
- Print copies of Student Handout: Breaking Down Worries and Student Worksheet: Anxiety - one per student.

MATERIALS NEEDED:

- Computer with internet access and speakers
- LCD projector and screen
- Video link: <https://bit.ly/whatisocialanxiety>
- Chalk and blackboard
- Student Handout: Breaking Down Worries
- Student Worksheet: Anxiety
- Information on counseling and mental health services



LEARNING OBJECTIVES:

By the end of this lesson, students will be able to:

1. **Define social anxiety.** (Knowledge)
2. **Describe what typically happens when a person experiences social anxiety.** (Knowledge)
3. **Acknowledge that anxiety is not uncommon during adolescence.** (Attitudinal)
4. **Analyze thoughts that create feelings of anxiety.** (Skill)

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PROCEDURE:

Step 1

Begin by saying, "Today we will be talking about something that can affect many people of all ages at one time or another, called social anxiety. We will define what this is, talk about what happens to a person experiencing social anxiety, what thoughts can create these feelings, and review some coping tips."

Explain that, "Anxiety is a natural part of life and most of us experience it from time to time, such as feeling nervous, worried, or even uneasy about something. There are many types of anxiety and social anxiety is one of them. Has anyone heard of social anxiety before?" Allow students to respond and acknowledge their contributions and then share the following definition: "Social anxiety is when someone has a fear of being with other people or in situations where they might feel embarrassed or judged by others. For some people, this anxiety and stress feels overwhelming and can make these situations feel scary." (5 minutes)

Step 2

To learn more about it, tell students that you will play the AMAZE two-minute video What is social anxiety?:

<https://bit.ly/whatisocialanxiety>

After the video, ask students to break up into groups of three and give them 10 minutes to briefly discuss the video with each other by answering the following questions. Indicate that you'll ask for a few volunteers afterwards to share highlights from their discussions and so they should agree before the time is up about the points that they would like to share.

- What was it like to watch this video/what did you think about it?
- How common do you think feelings of anxiety are when meeting new people, speaking in public, or just trying something new?
- How are more typical feelings of anxiety different from social anxiety?
- Why is it important for someone experiencing social anxiety to talk with someone about it?

After the 10 minutes are done, ask if anyone would like to share highlights from their conversations. Probe for answers to particular questions as needed. (5 minutes)



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Step

3

Following the discussion about the video, circle back to discussing anxiety more generally and explain that there are many coping skills that can help people manage anxiety. Say that, "As we said earlier, in many cases, anxiety begins with thoughts of being embarrassed or or feeling like you're being judged. One key to help manage feelings of anxiety is to identify the thoughts that may be causing worry or anxiety. A person's thoughts are closely linked to their emotions and when there is something on a person's mind that they are worried about, they may feel anxious or uneasy."

Tell students that next they will be working individually, starting by writing down something that they are worried about. Distribute Student Handout: Breaking Down Worries and note that this is completely private and that they do not need to share it with anyone. Explain once they have written down something that they are worried about, that they can go ahead and write answers to the questions on the handout. Give the students 10 minutes to complete the handout.

Once they are done, ask students the following questions:

- What was it like to think through something that you are worried about?
- How did you feel after you had answered all of the questions?
- Why do you think answering the questions can make the worry less?
- Would you use these questions next time you are feeling anxious about something?



Note to the Teacher: *You may need to remind students that they don't have to share anything about the worry, just about what it felt like to think about it and answer the questions.*

Once they are done, explain that by asking these questions, it helps to gain a sense of power to control how we feel about thoughts that might creep into our minds. With this power, it can be possible to feel less worried about something and that this is a tool that they can use in the future when they are feeling anxious about something. (20 minutes)

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Step 4

Provide the handout with mental health resources and conclude the lesson by noting that most people experience feelings of anxiety from time to time, and that's okay. Breaking down thoughts that might be causing feelings of anxiety is one way to feel better. Social anxiety is a type of anxiety where a person has a fear of being with other people or in situations where they might feel embarrassed or judged by others. For some people, anxiety and stress can be overwhelming and make these situations feel scary. In such cases it's important to talk to someone about your feelings and seek support from a trusted adult, counselor, or other mental health professional. (5 minutes)



Note to the Teacher: Be prepared to refer students to a counselor in the event that they reach out.

KEY SUMMARY POINTS:

- Most people experience feelings of anxiety from time to time, and that's okay.
- Social anxiety is a type of anxiety where a person has a fear of being with other people or in situations where they might feel embarrassed or judged by others.
- Breaking down worries is one way to cope with feelings of anxiety.
- If a person is having intense feelings of anxiety where it gets in the way of doing the things that they need or like to do, it's important for them to talk to a trusted adult and seek out support from a trained counselor or mental health professional.

OPTIONS FOR ASSESSMENT OF LEARNING OBJECTIVES UPON CONCLUDING THE LESSON:

Distribute the Student Worksheet: Anxiety, at the end of the class and ask students to answer the questions and submit upon leaving the room.

ADAPTATION TIPS FOR VIRTUAL DELIVERY:

In the event of virtual delivery, use a digital platform like Google Classroom or Zoom and a virtual blackboard to note questions for the activities in addition to distributing the handout ahead of time.

HOMEWORK (If any)

None

Student Handout:

Breaking down worries

1. Write down a thought that has caused you to worry or made you feel anxious.

2. Use the questions below to analyze your worry:

a. "Is it based on a feeling or a fact?"

b. "Is it possible that my worry will come true?"

c. "What's the worst that can happen if it does come true?"

d. "Will it still matter to me next week or in the future?"



KEEP THIS NOTE FOR YOURSELF AND USE THESE QUESTIONS TO THINK THROUGH OTHER WORRIES THAT MAY POP UP IN THE FUTURE.

Worksheet

Anxiety

Name:

Date:

Instructions: Answer the questions below and submit the worksheet upon leaving the class.

1. Is it common to experience anxiety during adolescence?

Yes.

No.

2. What is Social Anxiety?

3. Check things that can happen when a person experiences social anxiety:

Sweaty palms

Racing heart

Loss of blood

Feeling nervous

Feeling shy

Feeling scared

Funny feeling in the stomach

4. What is one question you can ask yourself to break down a worry that makes you feel anxious?