

# Worry, Fear, and Anxiety

## Objective

To identify ways to deal with worry, fear, and anxiety

## Materials

Worry, Fear, and Anxiety Surveys (Handout 13)

## Procedure

1. Ask for a show of hands indicating how many students have ever been worried, afraid, or anxious about anything. Assure them that these feelings are normal, but explain that it is also good to find ways to deal with them.
2. Distribute one Worry, Fear, and Anxiety Survey (Handout 13) per student. Inform students that all responses will remain confidential unless they wish to share them.
3. Divide students into groups of 3–4 and have them select a recorder, whose task is to write down all suggestions the group brainstorms for dealing with worry, fear, and anxiety. At this time, students may also share any specific concerns from the survey and ask the group for ideas on how to deal with particular issues.
4. Invite each group to share solutions for dealing with these emotions.

## Discussion

### Content Questions

1. Were you surprised at the ratings you gave the various items on the survey? What does this indicate to you?
2. Do you think it is natural for people to experience these emotions? Is there a point at which these feelings become unhealthy?

### Personalization Questions

1. Which of the strategies for dealing with these emotions have you tried? How did they work for you?
2. What are some strategies you would like to try?

## To the Leader

Stress that, although everyone experiences these emotions to varying degrees, strategies exist for dealing with them. Through discussion, help students identify such things as talking out worries with friends or adults, being assertive, reading pertinent self-help books or articles, setting goals, or seeing a counselor.

HANDOUT 13

### Worry, Fear, and Anxiety Survey

*Directions:* Put a checkmark next to each item to show how much you worry about, fear, or are anxious about it.

	Frequently	Sometimes	Never
Parents' fighting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Money	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents' drinking	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Peer pressure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Grades	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My future	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Dating	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How I look	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Sex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Drugs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Nuclear war	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Jobs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Others' opinions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Not being popular	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performances	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What I say	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Weight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Athletics	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Acceptance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
AIDS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Getting sick	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Growing up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Goals

## Objective

To distinguish realistic from unrealistic goals

## Materials

Goals Worksheets (Handout 29)

## Procedure

1. Discuss the definition of the word *goal* (the end toward which efforts are directed). Ask students to share examples of goals they have.
2. Explain that the purpose of this activity is to distinguish between realistic, attainable goals and goals that are so broad or unrealistic that they are probably not attainable. A realistic goal would be to complete high school if you have been taking the right number of credits all along. An unrealistic goal would be to expect to graduate with your class if you would have to take eight classes in one term in order to have the right number of credits.
3. Distribute the Goals Worksheets (Handout 29) and have students decide which situations are realistic and which are not.
4. Share responses.

## Discussion

### Content Questions

1. Was it difficult to distinguish between realistic and unrealistic goals? What is the difference between these two types?
2. Do you think it is possible for a goal that is unrealistic at one point in time to become realistic at another?

### Personalization Questions

1. Do your goals seem realistic or unrealistic? If they are unrealistic, what do you think you can do to make them more realistic?
2. Do you see any advantages to having unrealistic goals?

## To the Leader

Although dreaming a bit may help people consider all possible future possibilities, realistic, attainable goals are more helpful in the long run because they help students focus their lives, both for the present and the future.

**Goals Worksheet**

*Directions:* Read each of the following situations and decide if the person's goals are realistic (R) or unrealistic (U).

- \_\_\_\_\_ 1. Rae wants to go to college. She is in her senior year and has taken 2 years of algebra, no advanced science, and only one advanced English course.
- \_\_\_\_\_ 2. Barbara has acted in several productions in a large high school. She has acted in the community theatre and has taken acting lessons for several years. She is going to New York after graduation to try to get into the theatre.
- \_\_\_\_\_ 3. Linda has a low-paying job in a bank. She and her husband were married right out of high school. He currently works as a mechanic but has changed jobs several times in the past few years. He tells Linda that he has found his calling and that she can plan on his being the head of all the mechanics in the shop within 3 months.
- \_\_\_\_\_ 4. Steve has never worked too hard in school. His grades have been mostly *B*'s and some *C*'s. His dad has always given him plenty of money, so, although he has had a couple of jobs, he has quit after a few weeks because he didn't like the hours or having to give up a good time. Now he is going to college at a Big Ten school. He says he's pretty sure he'll get all *A*'s and can still have a good time.
- \_\_\_\_\_ 5. Tanya has been far behind in all of her work all semester. Now, with a week to go, she says she can not only get all of her work handed in but can get *A*'s on the final exams too. Prior to this semester, her grade point average was a 3.0 on a 4.0 scale.
- \_\_\_\_\_ 6. Eric has always wanted to be a scientist. When he was young, he spent hours with his microscope and chemistry set. In school, he has taken every available science course and has done very well. He is now applying for some science scholarships and thinks he has a good chance of getting one.