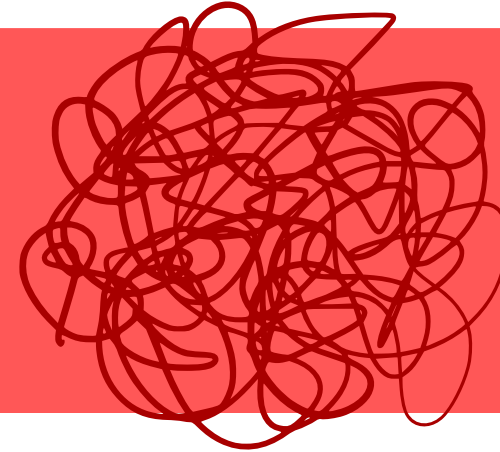


Getting to know your anxiety

Created by Lucy Joy, Creative Arts Psychotherapist



It is really easy to have an unhelpful relationship with anxiety.



After all, it doesn't feel nice, right?

How does your anxiety feel in your body?

Spiky

Heavy

Butterflies

Fidigity

Sick-y

Tingly

Hot

Shaky

Anxiety is actually a really important feeling. A small amount of anxiety helps us to stay alert when we're crossing the road; reminds us to study for an exam and even serves as an early warning system to keep us safe from danger.



How does a small amount of anxiety help you?

Checking for cars before crossing the road

Practising lines for a play

Being on time for school



However, sometimes anxiety can get too big and it can be unhelpful. We know it is unhelpful when it is stopping us from doing safe, fun things or even boring day-to-day things.

What things does big anxiety stop you doing?

A large empty rectangular box with a green border, intended for writing answers to the question above.

Going to school

Playing with friends

Trying something new

Having fun

That's when we need to let our anxiety know whose in charge!

Let's get to know your anxiety.

Let's give it a name. What do you want you to call your anxiety?

(It can be anything you want! It could be something silly like 'Noisy Ned', or a name like Barry or Sue or something completely made up!

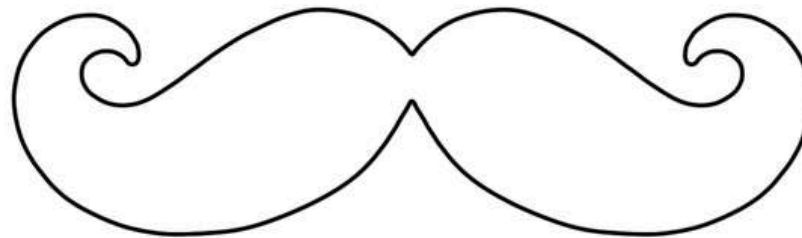
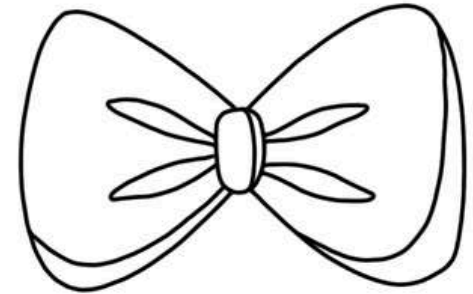
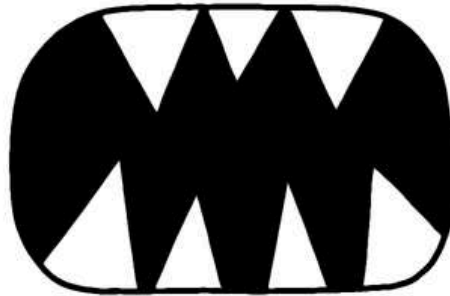
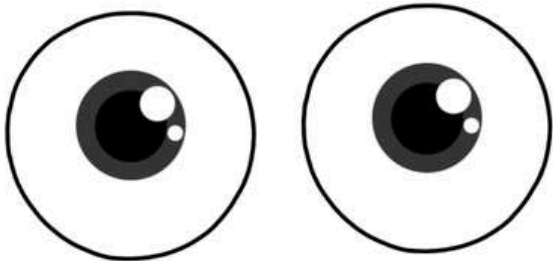
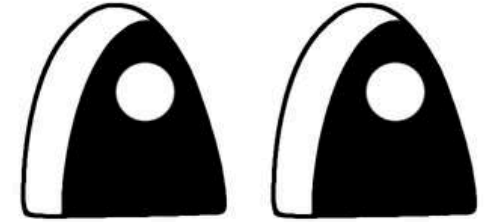
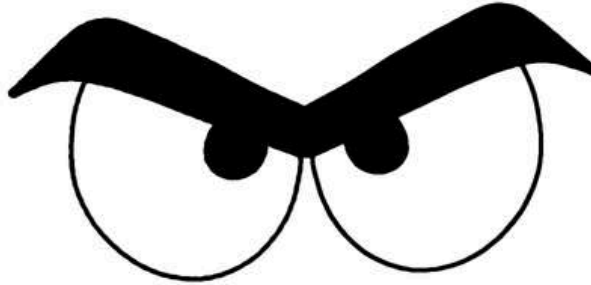
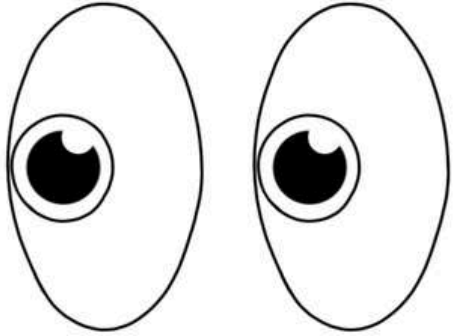
HELLO
MY NAME IS

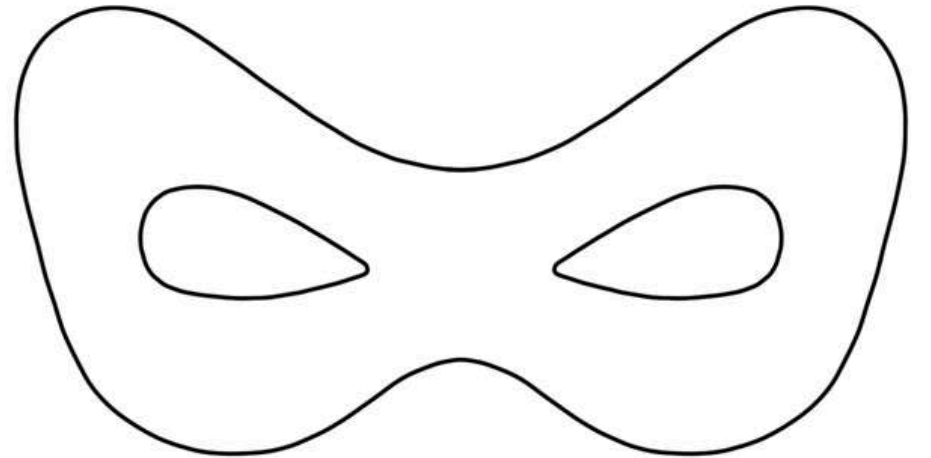
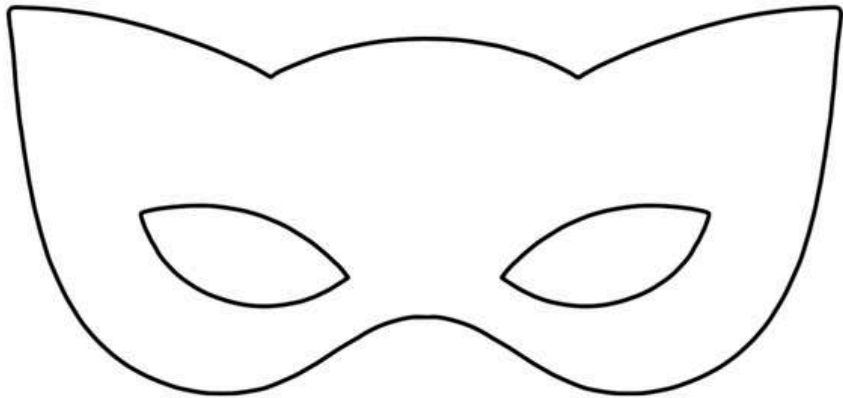
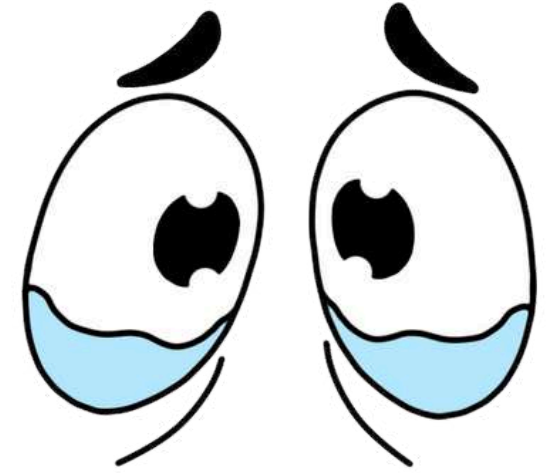
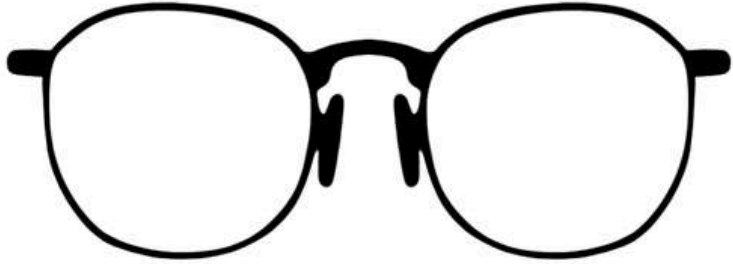


How old is ,
Are they old or young? How long
have they been hanging around?

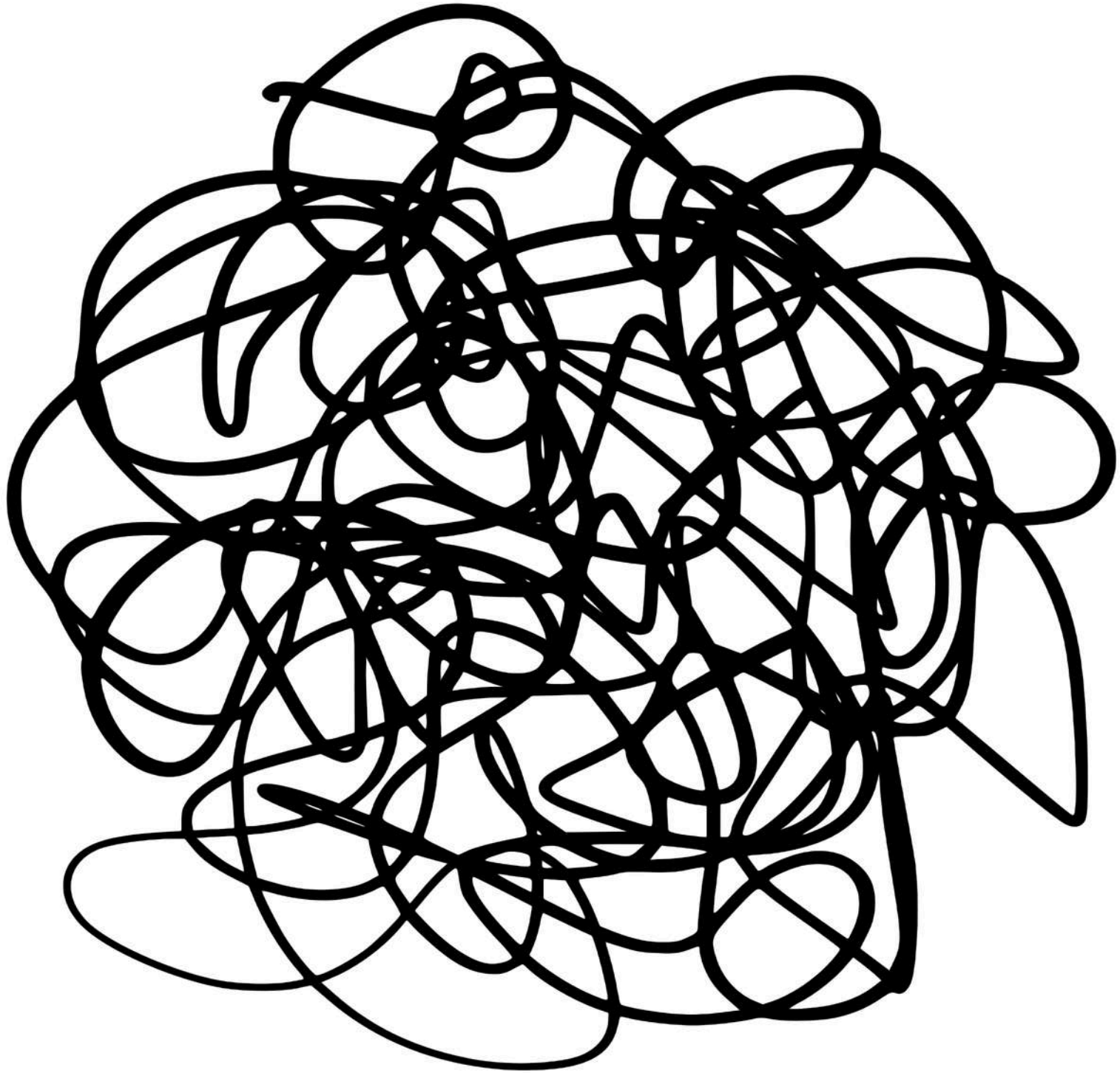


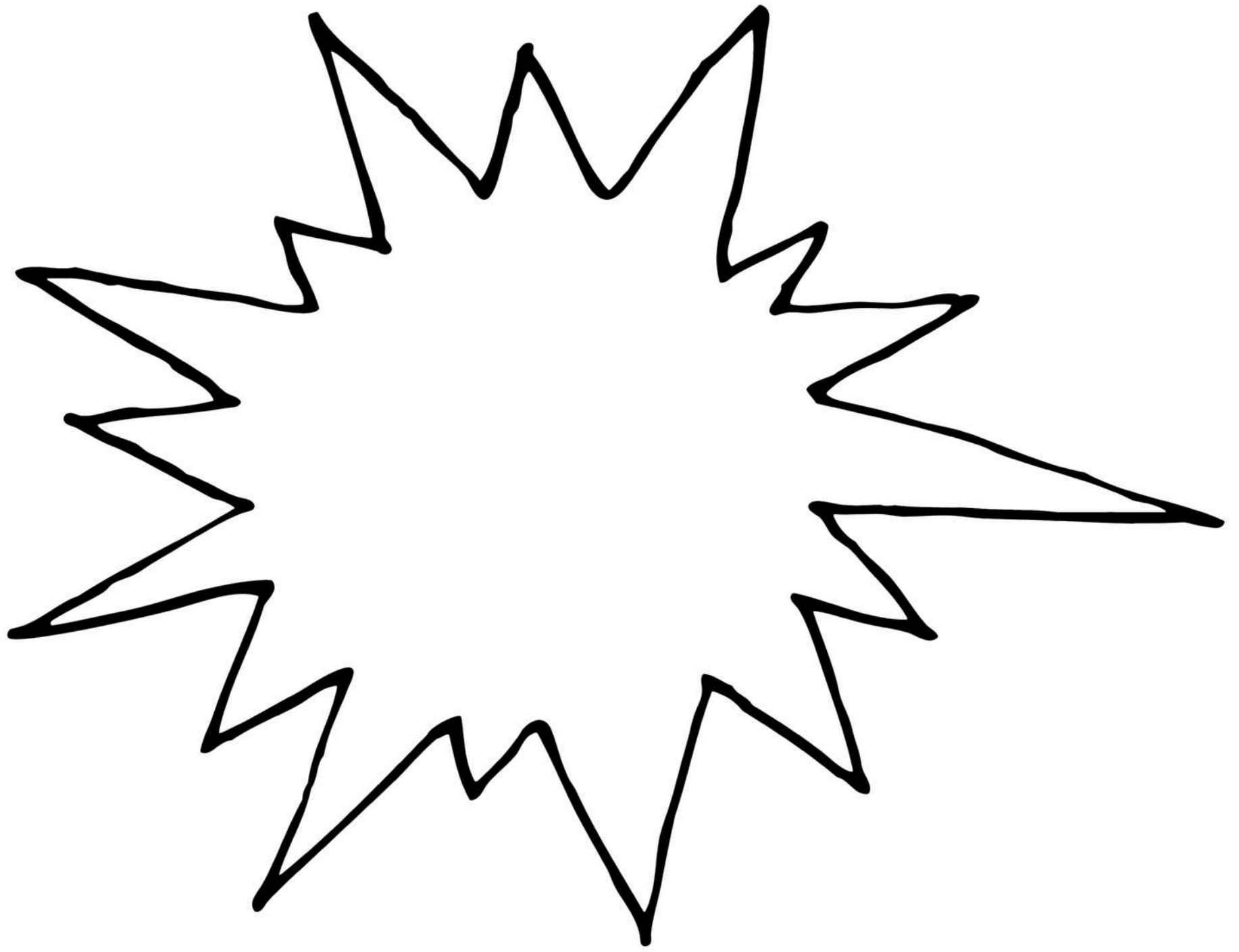
What does look like? You could draw or create them on the next page, or they might already exist. Maybe they are a puppet or a toy, or even a stone! We've also included some ideas over the next few pages which you can cut, stick and draw on.

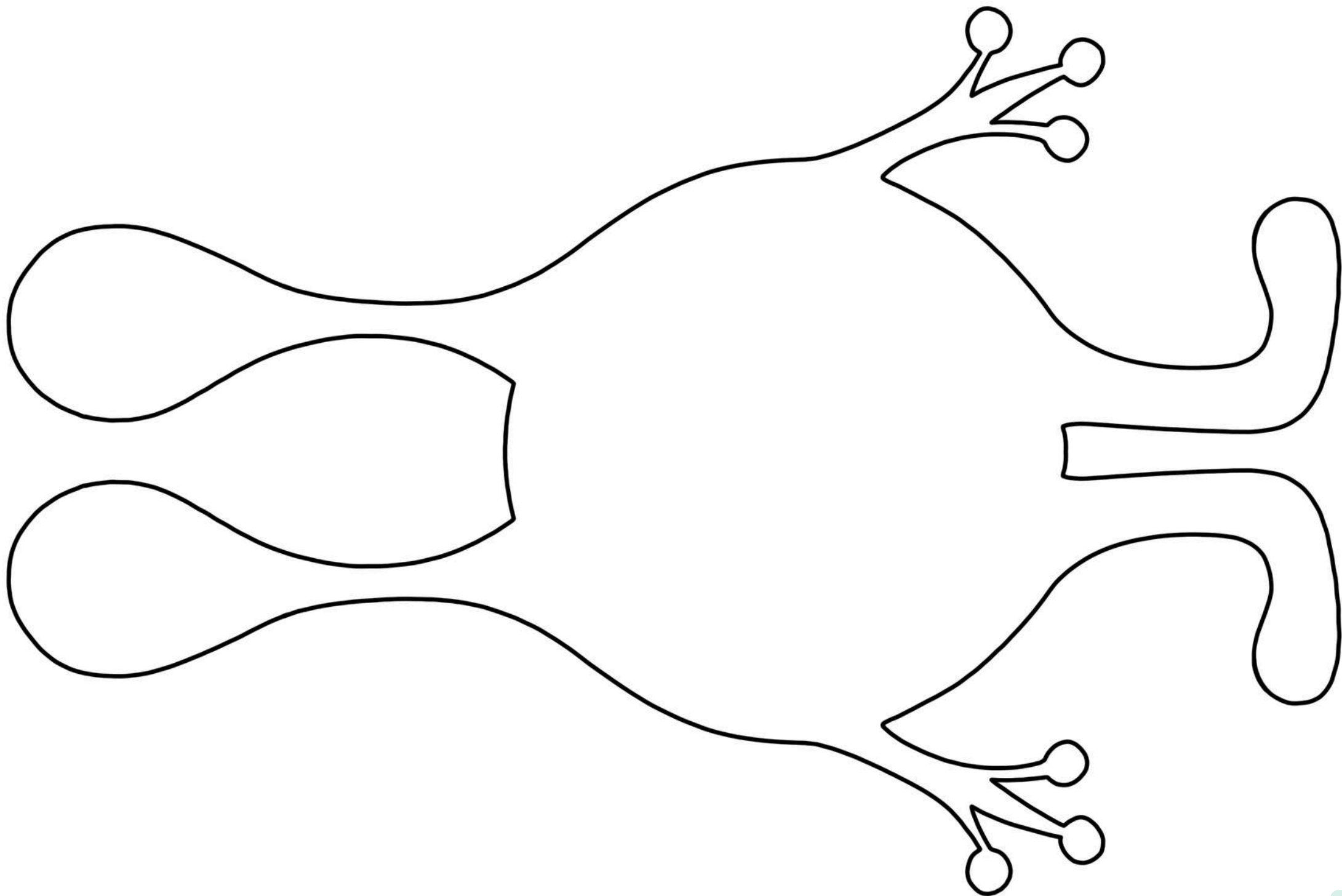


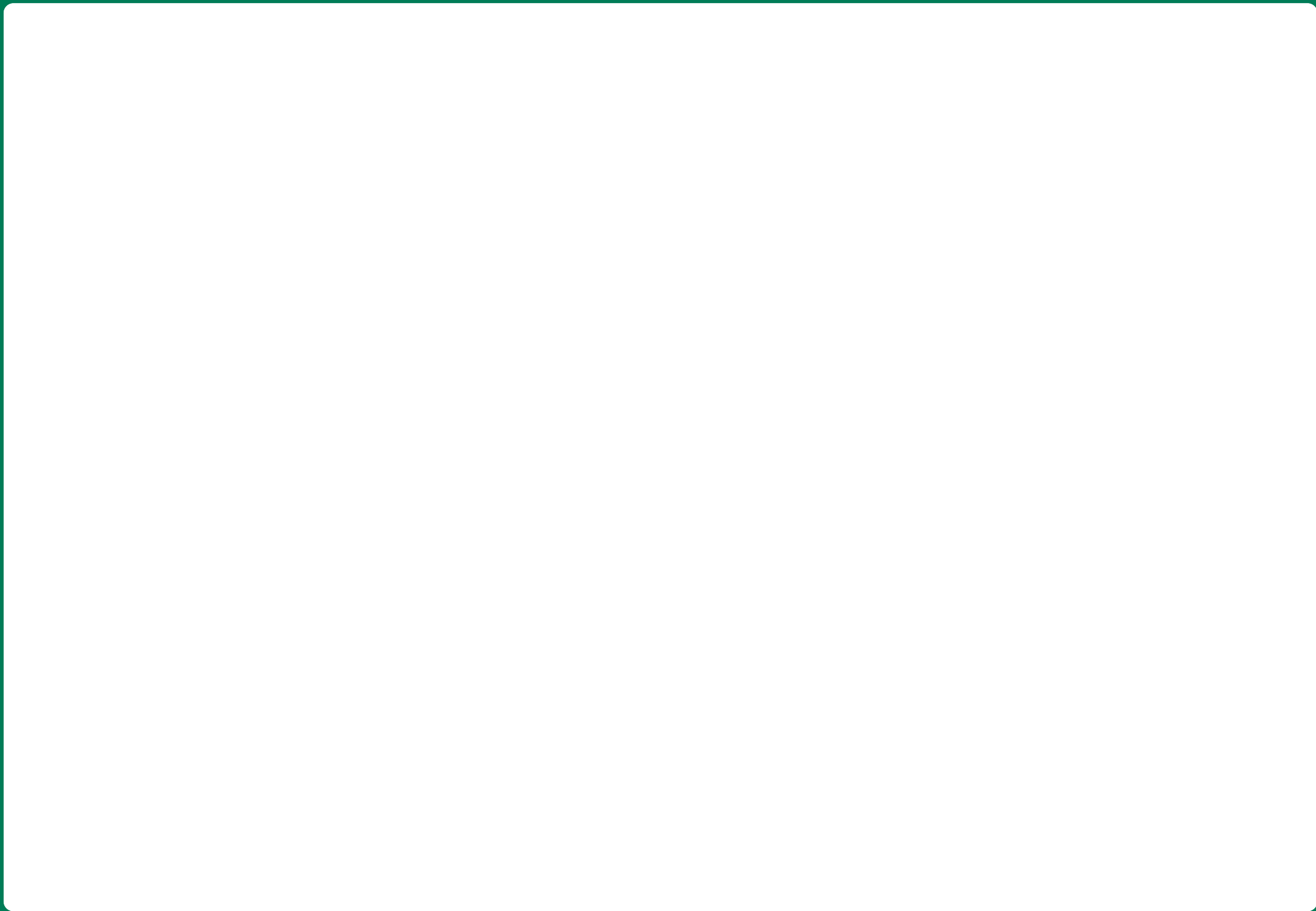












Now you've found or made , let's celebrate all the things they do to keep you safe! It's time to say thanks and party!



Now we've said thank you for keeping you safe when you need it, let's think of some things that you can say or do to let you know that you are in charge when they aren't needed!

Cut out ↗



← Fold

When gets bossy and noisy and starts telling you what to do or how to think, what could you say to them? What could you do to them?

“Go over there and sit on the floor please”

“No thank you, I don't need your help at the moment”

“Be quiet. I'm safe and I don't need you right now”

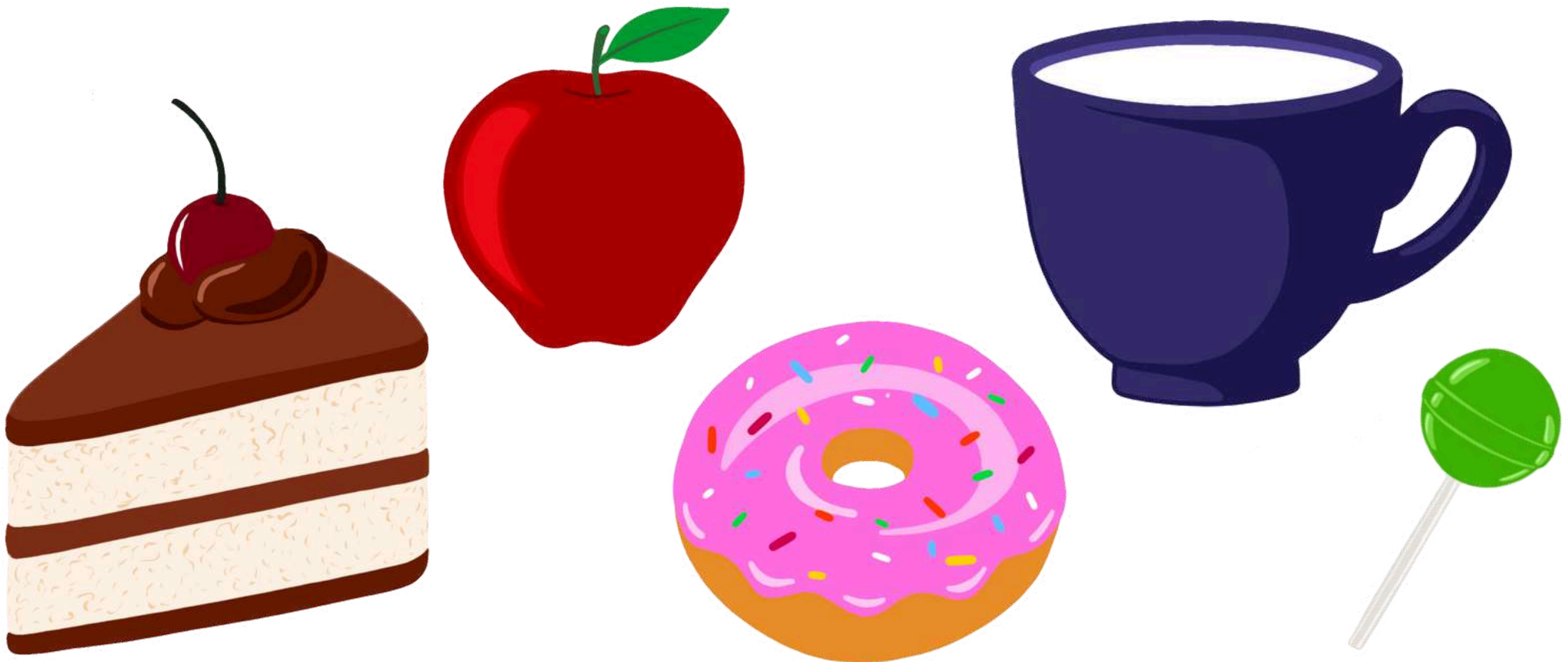
“Your not the boss right now coz I'm safe”

Now you've come up with some ideas on what you could do and say to [redacted] when they are being unhelpful, let's think of some safe adults who could help you. Remember these when [redacted] is being too loud and bossy. Write their names on your teams t-shirts and have a think about what the most helpful way of them reminding you is: it could be whispering it to you, speaking directly to [redacted] or maybe even holding up a sign or a picture.



Having a cup of tea with

Now you've spent a little bit of time getting to know , can you have a drink and a snack with them? Perhaps you could share a biscuit or a cake? How long can you spend with them? The first time might only be 10 seconds - and that's ok!

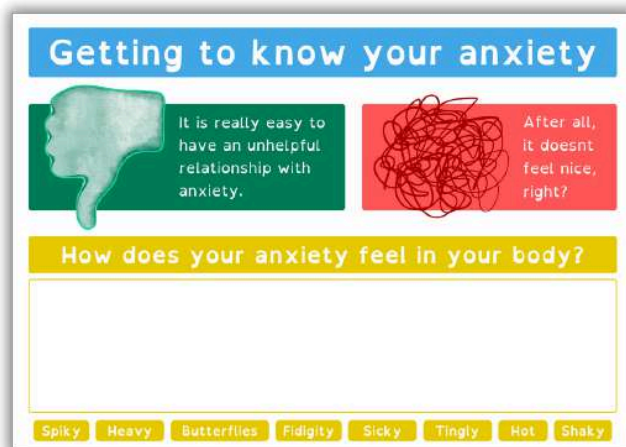




Beacon House

Therapeutic Services and Trauma Team

Getting to know your anxiety: Adult Guidance



An adult guide to accompany
"Getting to Know Your Anxiety"
Resource

**Created by Lucy Joy,
Creative Arts Psychotherapist**

Getting to know your anxiety: Adult Guidance

Created by Lucy Joy, Creative Arts Psychotherapist

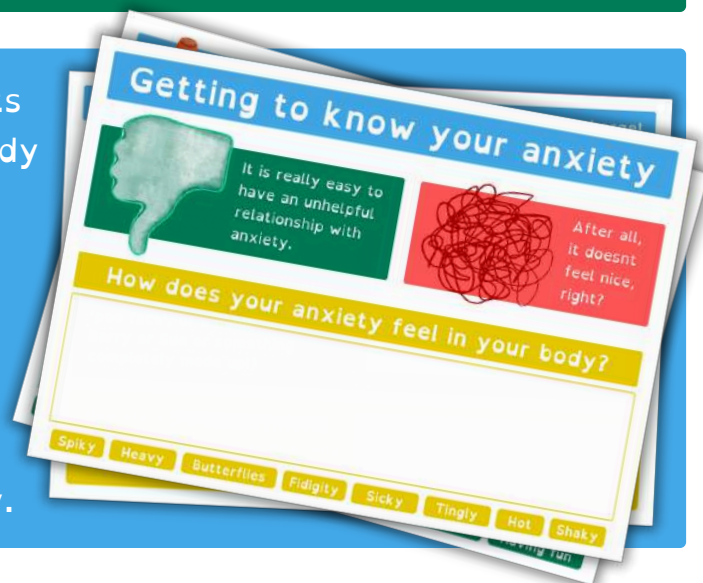


Avoiding thinking and talking about things that make the child we care for anxious feels protective and so tempting. However, avoiding and protecting the child from it can make that anxiety grow and grow.

Using playfulness with anxiety can encourage children to name, share and diffuse the unhealthy relationship they might have with anxiety - after all, it's an important feeling that can keep us safe and we can't get rid of it - but by facing it and even getting to know it, we can reduce the impact on the body, heart and mind.

We have created a free resource that supports you and a child to create a character to embody their anxiety.

By bring anxiety out of their body and into a tangible object, you can create a safe distance to explore their experiences which helps to build their resilience, tolerance and de-mystify their internal responses to anxiety.



Children learn so much more by watching the adults around them. Show them how you model healthy ways of handling anxiety.

Can you create your own anxiety character alongside the child? Allowing a child to appropriately see and understand that you experience stress and anxiety too and you can sit with it, tolerate it and feel good about getting through the other side of it, can make it feel more accessible for them.

The next few pages takes you through the resource. However, each child is different and you may find that you need to adapt it according to what the child can tolerate.

Explore the body sensations and feelings that the child experiences when they are anxious.

If they struggle to identify or express these you could try:

- Appropriately sharing your own body sensations when you get anxious
- Go on a walk and find objects that represent the feelings
- Play true or false, you guess some body sensations and they can say true or false

Page 1

Getting to know your anxiety

It is really easy to have an unhelpful relationship with anxiety.

After all, it doesn't feel nice, right?

How does your anxiety feel in your body?

Spiky Heavy Butterflies Fidgety Sickly Tingly Hot Shaky

ADULT CARE

Prioritise staying regulated. Both you and the child will be able to tolerate this work together more if you are in your window of tolerance.

Be curious about the things that a small amount of anxiety helps the child with. If they can tolerate it, you can bring in your own observations of them.

You could also try:

- Appropriately sharing a time when anxiety has helped you.
- Noticing it happen in real life, perhaps when out for a walk.

Page 2

Anxiety is actually a really important feeling. A small amount of anxiety helps us to stay alert when we're crossing the road, reminds us to study for an exam and even serves as an early warning system to keep us safe from danger.

How does a small amount of anxiety help you?

Checking for cars before crossing the road Practicing lines for a play Being on time for school

ADULT CARE

It's ok to ask another safe adult to help with this work if you find talking about anxiety too difficult.

Be curious about the things that anxiety stops the child from doing. If they can tolerate it, you can kindly bring in your own observations.

You could also try:

- Appropriately sharing a time when anxiety stopped you from doing something.
- Create some distance by asking “What would your teacher/mum/nan say it stops you doing?”

Page 3



However, sometimes anxiety can get too big and it can be unhelpful. We know it is unhelpful when it is stopping us from doing safe, fun things or even boring day to day things.

What things does big anxiety stop you doing?

Going to school Playing with friends Trying something new Having fun

ADULT CARE

It really is ok to ask another safe adult to help with this work if you find talking about anxiety too difficult.

What does the child want to call their anxiety? Try not to censor the name (within reason!). The name may hold information around how the child experiences anxiety, so see if they can tolerate any curiosity around their choice of name.

You could also try:

- Joining in, what would you call your anxiety?

Page 4

That's when we need to let our anxiety know whose in charge!

Let's get to know your anxiety.

Let's give it a name, what do you want you to call your anxiety?

(It can be anything you want! It could be something silly like 'poo face', or a name like Barry or Sue or something completely made up!)

HELLO
MY NAME IS

How old is _____, are they old or young? How long have they been hanging around?

ADULT CARE

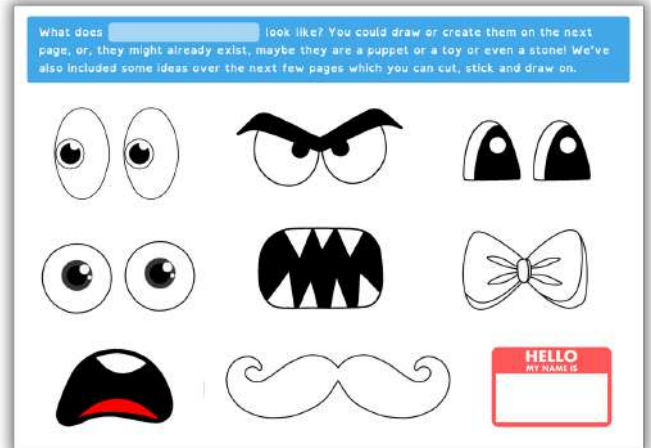
This resource doesn't need to be completed in one go, it should be done in short, regular sessions to make it tolerable for you and the child.

Help the child to create their anxiety character. This could be anything they are drawn to:

- Drawn or painted
- Designed on a computer
- Cutting and sticking from magazines or from the ideas in the resource
- A found object in nature
- A toy
- Made out of clay or Play-doh
- Junk modelling

It doesn't matter what it is made out of, the point is the child is creating an external expression of an internal experience.

Page 5 - 11



It's time to think about their character in a different way.

It is so important to acknowledge this part that works so hard to keep the child safe. By paying attention and acknowledging the work that it has done, we can help to lessen the urgency that anxiety feels to step in when it is not needed.

Celebrate your child's anxiety with them, write a thank you card together for all the ways it keeps the child safe, have a party. Use the information gathered on page 2 to help with this.

After we have acknowledged anxiety's important role, we can start to think about practising taking charge of their character. Cut out and create a "Boss" place name for their workspace.

Let them know it can take time to learn how to be a boss and that's ok, you're there to help them practice.

Page 12

Anxiety is actually a really important feeling. A small amount of anxiety helps us to stay alert when we're crossing the road, reminds us to study for an exam and even serves as an early warning system to keep us safe from danger.



How does a small amount of anxiety help you?

Checking for cars before crossing the road Practicing lines for a play Being on time for school

ADULT CARE

We can sometimes take on a person's feelings as our own when they don't really belong to us. Find out more about projective identification by reading our free resource. [Click here to download.](#)

Page 13

Now you've found or made , let's think of some things that you can say or do to let them know that you are in charge!

Cut out →

BOSS

← Fold

It's time to practise being in charge.

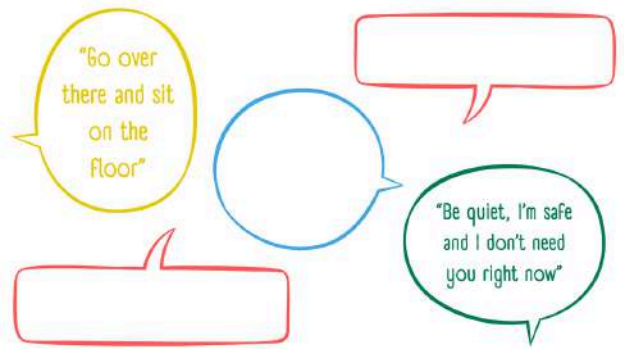
Together, come up with some things the child would like to do and/or say when the anxiety is getting too loud and bossy. We've given some suggestions and left some blank speech bubbles for your ideas.

Using the information you have gathered from page 2 (what does anxiety stop you doing?), ask your child to think about one of those things for 10 seconds - you could use a timer if this is a helpful boundary for the child.

When they feel anxiety creeping in encourage them to take charge and use their pre-planned words and/or actions on their character. Speaking to and taking action with the character can be much more tolerable for the child and provide them with a powerful body experience of taking charge.

Page 14

When [] gets bossy and noisy and starts telling you what to do, what could you say to them? Where could you put them?



Doing this exercise regularly for short bursts - and then building up the time from 10 seconds can start to teach them a healthier resilience to their anxiety.

However, initially they may not be able to use this technique in day-to-day situations - see page 15 regarding helpers around the child.

It is really hard to remember all the things you've practised telling anxiety when you are actually having anxiety! Ask the child if there are any safe adults at home and/or school who you can share their 'take charge' ideas with. Write those adults down and agree with the child exactly what will be shared and how they can help the child to remember.

Page 15

Now you've come up with some ideas on what you could do and say to [] when they are being unhelpful, let's think of some safe adults who could help you remember these when [] is being too loud and bossy. Write their names on your teams t-shirts and have a think about what the most helpful way of them reminding you is. It could be whispering it to you, speaking directly to [] or maybe even holding up a sign or a picture.



Ask the child how long they think they can sit with their anxiety (their character) for, without trying to avoid or run away from it? Use a timer if this is a helpful boundary for the child.

Once you have decided on how long, invite the character in and offer it a drink and a snack and ask the child to think about something that normally makes them anxious. Carry out the activity for the agreed time and keep to this boundary so the child knows you can be trusted.

If the child refuses to join in, moves away or changes the subject that's ok, just acknowledge what is happening and suggest making the time shorter.

After the time is up, get curious around how the feeling is now? Has it got bigger, smaller or changed at all? Has the feeling gone away or is it still there? Any amount of time spent with anxiety is a reason to celebrate so let the child know how proud you are of them.

Thank anxiety for its time and remind it that it's safe for it to leave now.

Repeat this activity regularly to build up their resilience of the experience of sitting with anxiety.

Page 16



We've provided some snacks to cut out and use. However, can you provide some regulating snacks for a real-life tea party?

Using regulatory foods may make the experience more tolerable for the child.

Calming snacks for children who are in fight, flight or freeze are:

- Hot chocolate
- Bananas
- Chocolate
- Dried Fruit
- Chewy sweets
- Chewy meats such as jerky
- Chewy breads such as bagels/pretzels

Alerting snacks for children who are in collapse or shut down are:

- Raw vegetables: carrot, cucumber or celery sticks
- Crunchy fruit such as apples
- Crisps
- Popcorn
- Citrus fruits
- Ice cream
- Ice pops



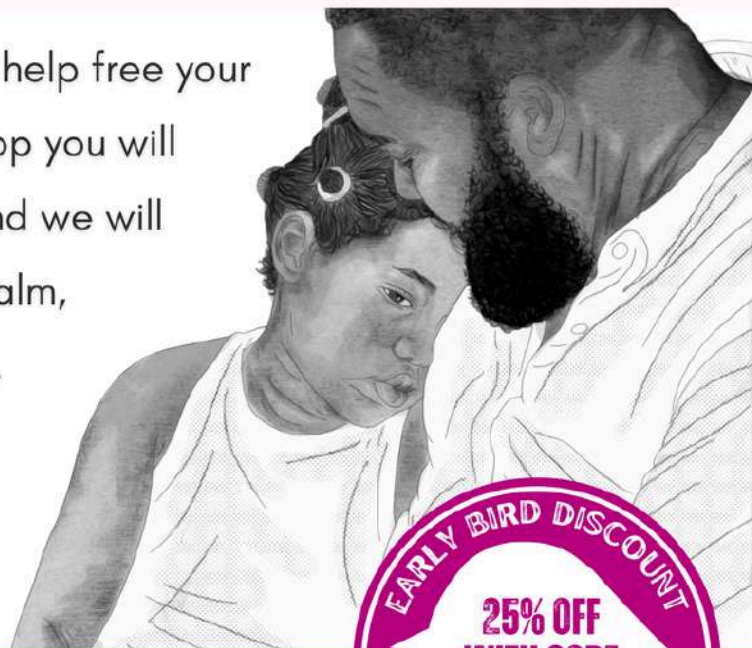
LETTING GO OF ANXIETY

Supporting Your Anxious Child

31ST OCTOBER 2024 | £30 | 11AM - 1PM

Does your child often seek reassurance? Are they constantly worrying or having negative thoughts? Is your child clingy, complaining of tummy aches or feeling unwell? Do they struggle or refuse to go to school? Are you feeling overwhelmed or helpless trying to support your child? You are not alone.

Join us for our new webinar to learn how to help free your child from anxiety and stress. In this workshop you will learn new ways of understanding anxiety and we will explore together how you can bring more calm, playfulness and happiness into all your lives. Don't miss this opportunity to grow your confidence whilst helping your child get their life back!



BUY ONLINE AT WWW.BEACONHOUSE.ORG.UK/TRAINING



LEARNING AIMS:

- **Gain an understanding** of what causes anxiety
- **Explore the idea** of 'anxiety triggers' and **develop a deeper understanding** of what your child might be experiencing
- **Discuss strategies to manage** your own anxiety when supporting your child
- Discover tips, advice and ideas for **how to support your child** to reduce their anxiety



WHO IS THIS TRAINING FOR?

This training is for all parents, parenting figures, carers, teaching staff, therapists, social workers and any other professionals who are supporting children and young people.



ABOUT THE TRAINERS

Lucy Joy is an experienced trainer and consultant who has worked in schools, early years settings, special education and alternative education provisions, utilising a trauma-informed approach focussing on the impact of attachment difficulties, loss and developmental and complex trauma. Lucy also specialises in anxiety and is a Certified Clinical Anxiety Treatment Professional (CCATP).



Having worked as a therapist at Beacon House for a number of years, Lucy has now moved fully into a training and consultation role. Lucy is absolutely passionate about the work she does and looks forward to seeing you online.

Helen Townsend is the artist and Specialist Creative Designer here at Beacon House. She collaborates closely with Lucy to bring together specialist content into a creative, beautiful, resourceful online training experience. As an adoptive parent herself, Helen is inspired by her experience living with trauma and loss in how she portrays the learning through her artwork.

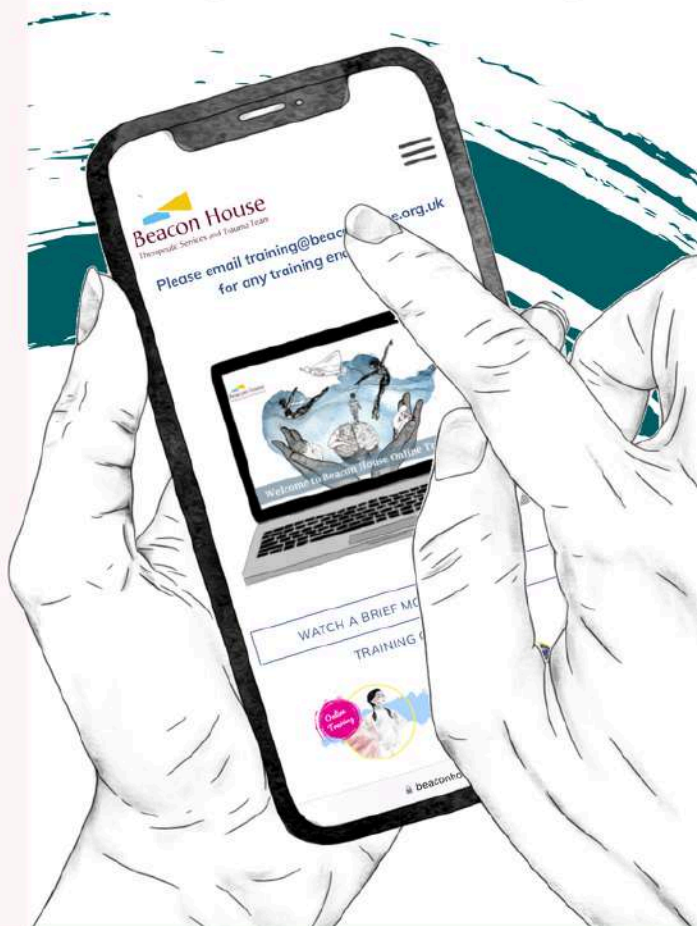


CERTIFICATES

You will be provided with an attendance certificate.

HOW TO BOOK

Please visit our website: www.beaconhouse.org.uk/training where you can book your place online. Please email our training team if you have any further questions: training@beaconhouse.org.uk



BUY ONLINE AT WWW.BEACONHOUSE.ORG.UK/TRAINING

PAYMENT FOR THIS COURSE IS MADE UNDER THE FOLLOWING TERMS & CONDITIONS:

Refunds are available 21 days prior to the training. After this time this training is non-refundable

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