

Padlet

NCC ESHAW Hub • 3d

## Anxiety workshop for parents padlet

Resources based on content of workshop


**Anxiety - tools to help**

**Anxiety to Excitement**

**Sleep, Physical Activity and Food**

**Emotion coaching and conversations about mental health**

**Video: Anxiety Explained**




YouTube

Anxiety Explained - SEL Sketches

A short video, suitable to show to children which explains anxiety clearly.

**Change negative nerves into positive energy.**




YouTube

Change your negative nerves into positive energy - BBC

A short film showing how TV presenter Fiona Philips changed anxiety into excitement.

**The Sleep Charity**




thesleepcharity.org.uk

Children - The Sleep Charity

Lots of useful advice for all ages.

**Emotion Coaching**




emotioncoachinguk.com

Emotion Coaching - United Kingdom


**5,4,3,2,1 Grounding Technique**

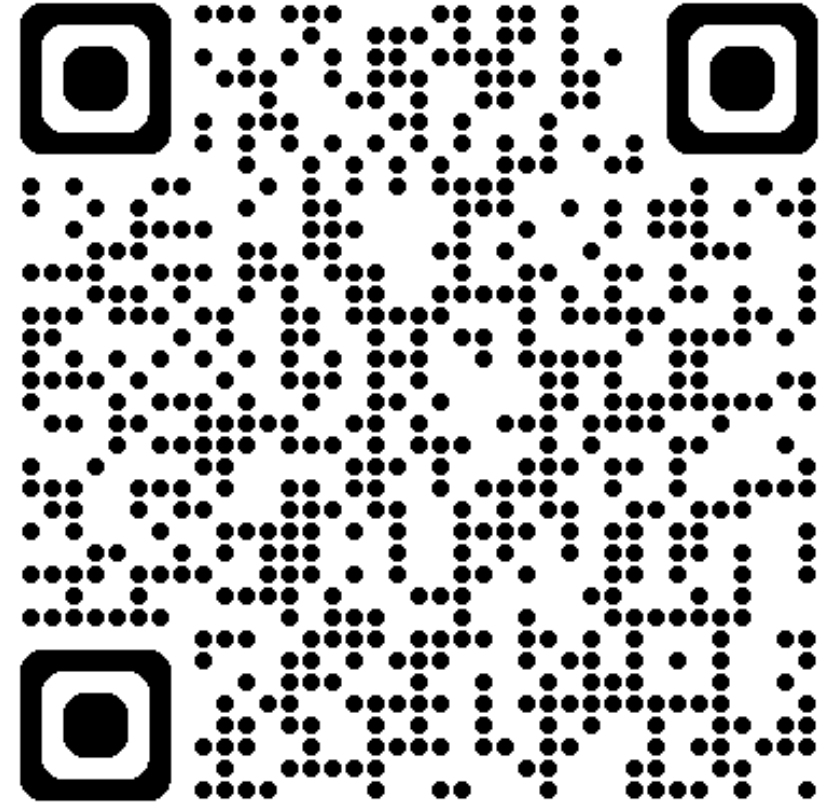
**Turn Fear into Excitement**

**The Children's Sleep eBook**



**How to talk to your child about mental health.**





[Anxiety workshop for parents padlet](#)

# Understanding & Responding to Anxiety and Behaviour Linked to Mental Health .

Pip Challinor-Galley and Lauren Burns

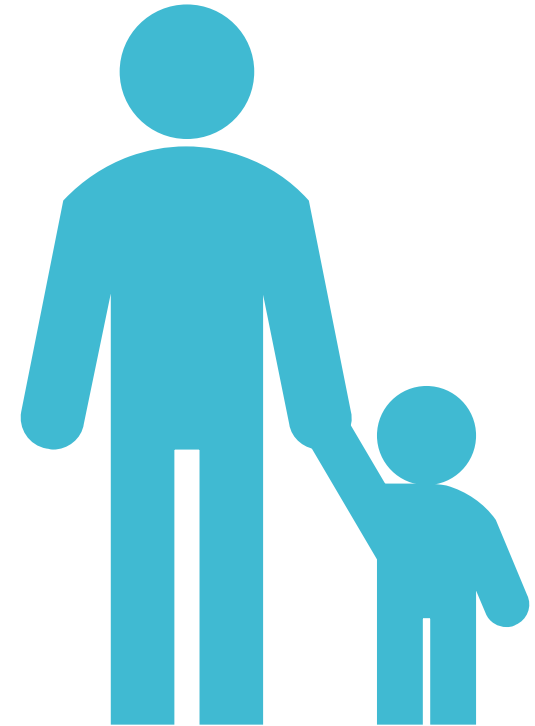
ESHAWH

Nottinghamshire County Council



# Before I begin

- \* I am not a behaviour specialist or expert
- \* We work at the prevention end of the spectrum
- \* My knowledge is rooted in my own experiences of parenting as well as the latest research
- \* I don't have all the answers
- \* I will signpost to sources of help and support



# Today's Session

- ❑ The context for the presenting behaviours
- ❑ Practical tools and opportunities for reflection
- ❑ Collaborative problem solving
- ❑ Sources of help and support
- ❑ Opportunities to make connections

How are you feeling today?



Worst



Poor



Average



Good



Excellent



1

2

3

4

5

Give yourself a number based on how you are feeling and consider why you feel like that.



What are your best hopes for the workshop?



Why are you here? (if you are comfortable with sharing)

Today's  
Session

# Grounding technique



Shared activity

What things  
make your  
child anxious?

What things  
make you  
anxious?

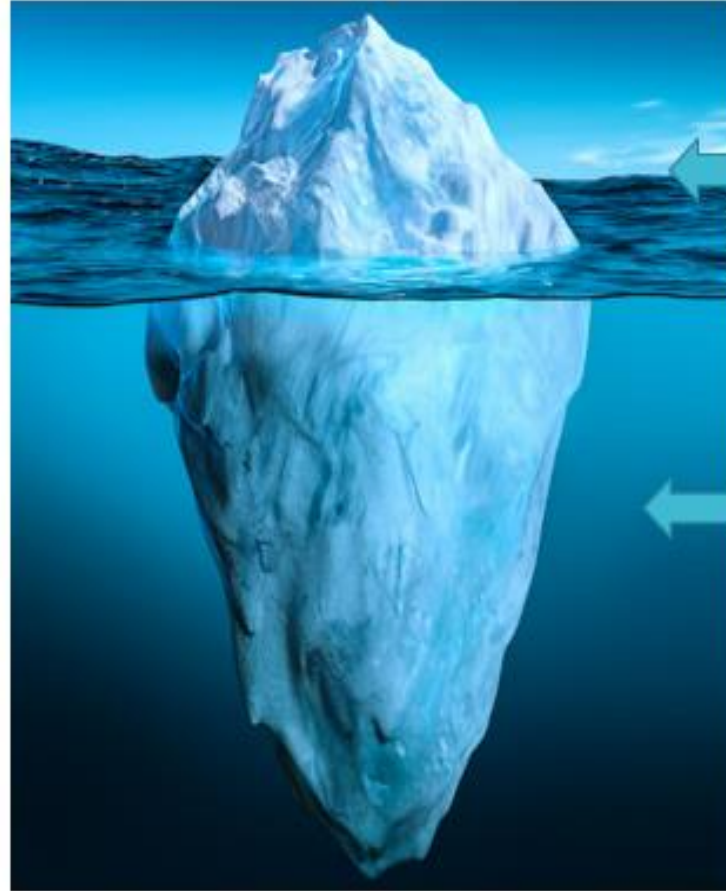


Where are we today... why does the context matter?



# School Anxiety:

## The anxiety iceberg



Presenting behaviours



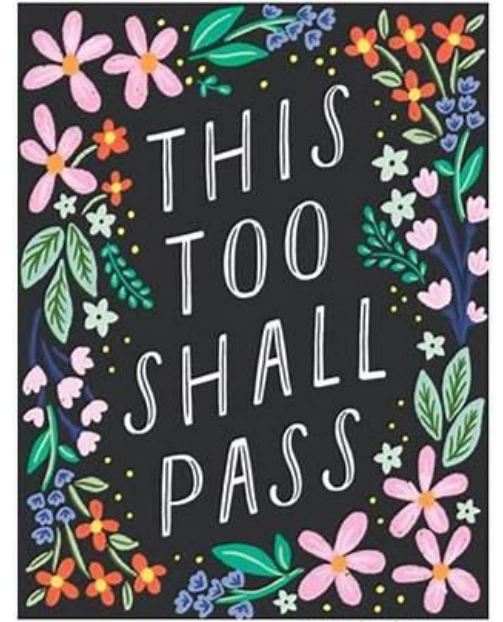
What is the cause?



"I wonder if....."  
"I've noticed that..."

- [How to support your child if they're struggling with school anxiety - YouTube](#)

# Change and transition



What's underneath the anxiety and behaviour?

What is the unmet need?

How can you address it?





What is anxiety?

# Definitions



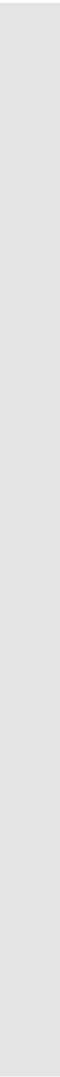
Anxiety can both be a state and a trait- i.e., some of us feel anxious mainly in response to certain situations; some of us are naturally more predisposed to anxiety than others



Generalised anxiety disorder- "is a condition of excessive worry about everyday issues and situations." Lasts longer than 6 months. John Hopkins Medicine



For all types- an intolerance for uncertainty is an important contributory factor



Anxiety can have genetic and learnt components.

Anxious children often have anxious parents.

Convey confidence in anxiety provoking situations.

Model healthy ways of handling it.

What it is and  
we feel it.....

---

What is...  
Anxiety?



How can it manifest  
itself?

# Things children say/do:

Behaviours/thoughts are a communication of our emotions

Identifying the emotions behind the behaviour helps us find the solution to the problem/ address the pattern of behaviour

Through our relationships with others, we learn to understand our experiences and regulate our emotions

I can't be bothered, you can't make me.

Sob/ Lash out/ Meltdown

Just leave me alone, get out of my room, I hate you/them.

Withdraw/ Sulk / Shut down

Scream/Shout/ Swear

Don't leave me, I can't sleep/eat/play without my...

Anxiety about attending school

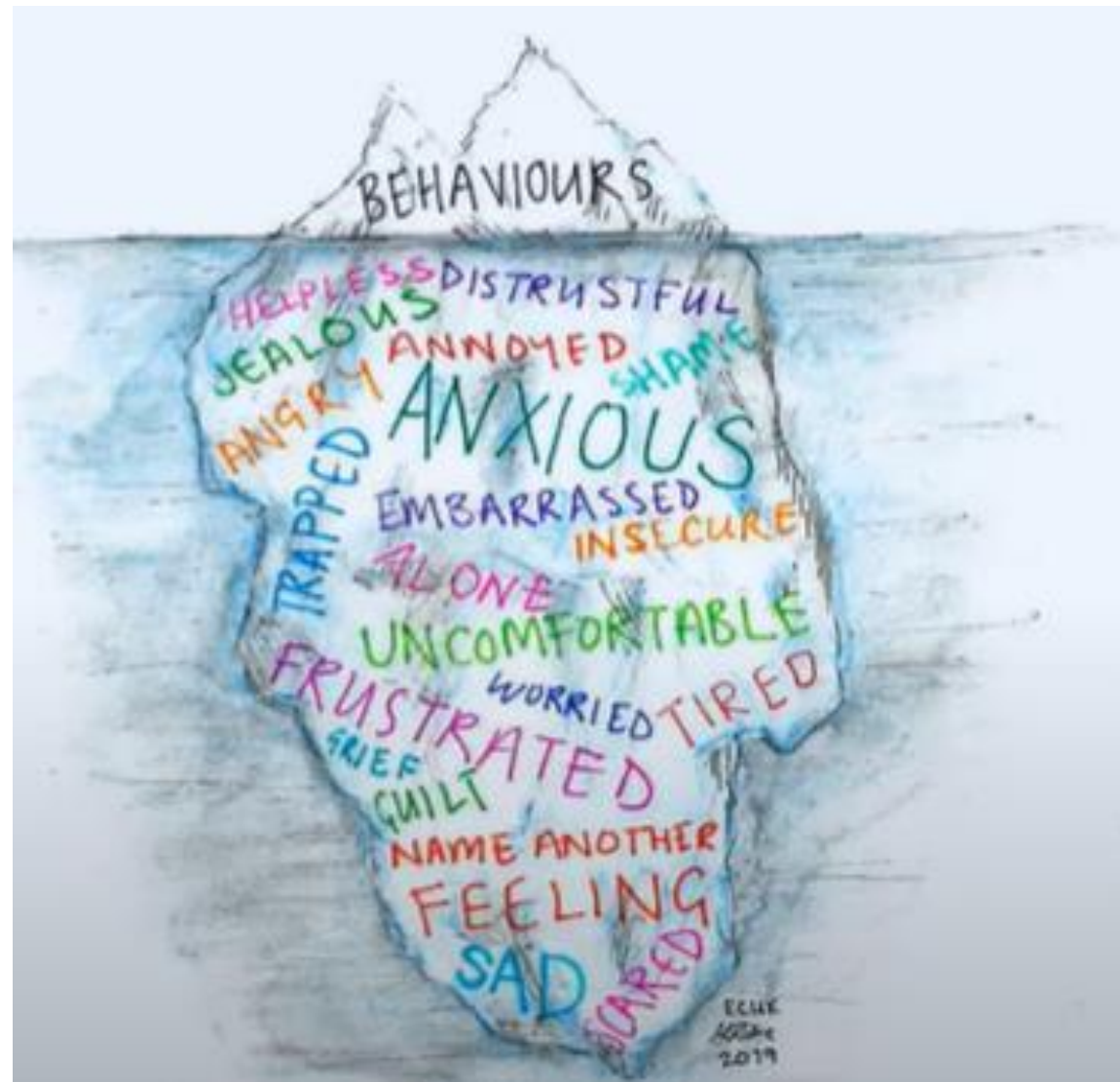
Blame/ Aggravate

I feel sick, my tummy/head aches, I don't feel like I can...

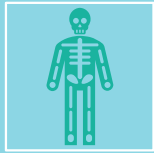
Sleep walk/talk

I'm leaving and I'm never coming back.

Cling/ Control



Activity: Describe what happens when you feel ANXIETY & EXCITEMENT



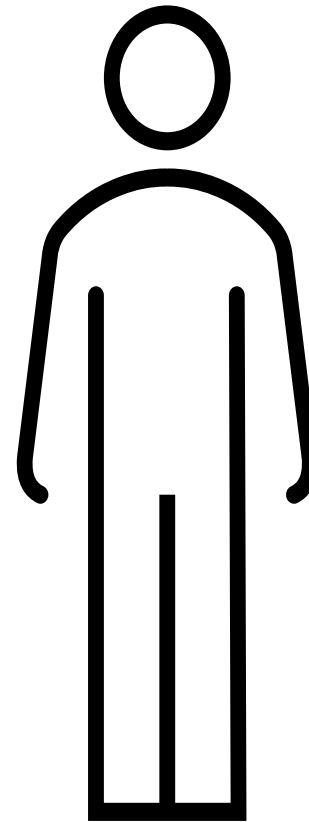
On your outline of a human body



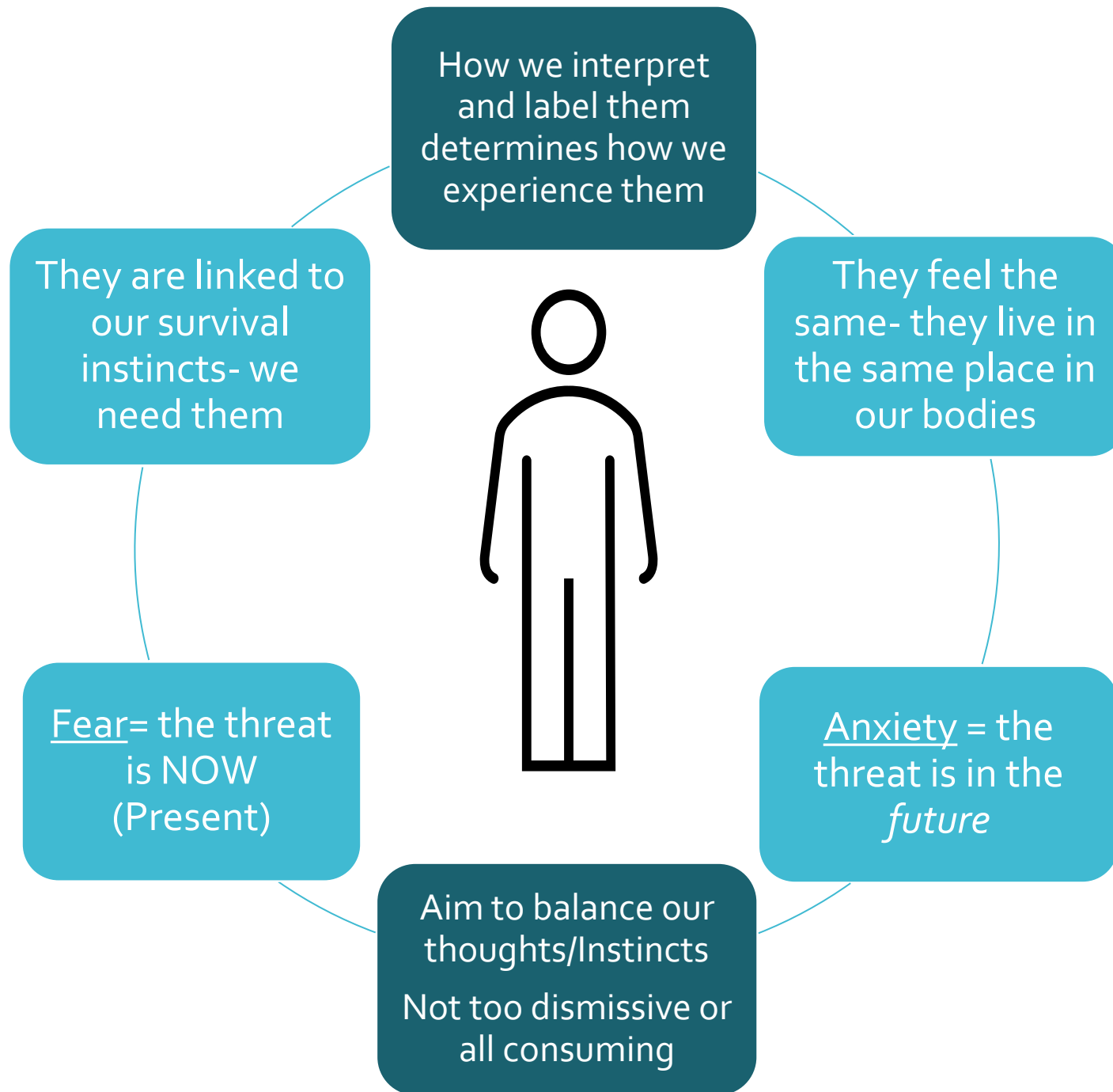
In one colour- mark and label the parts of the body where anxiety & fear live



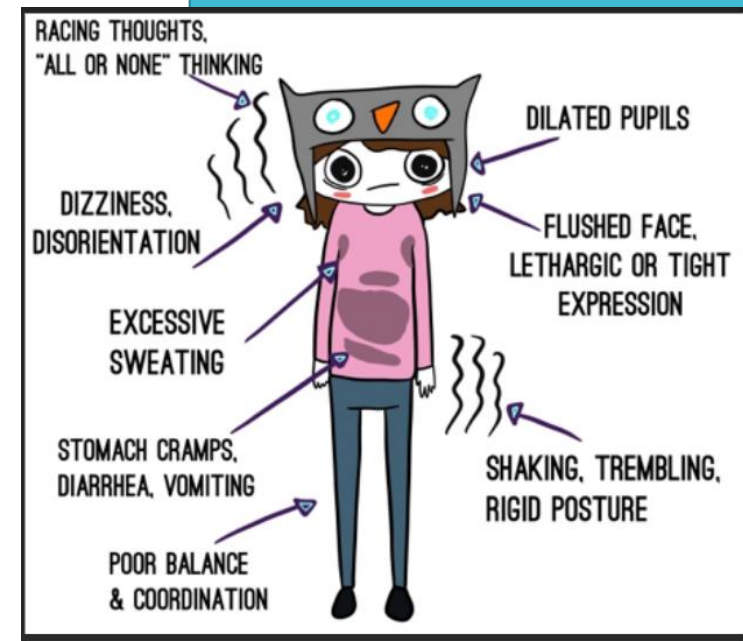
In another colour- mark and label the parts of the body where excitement and anticipation live

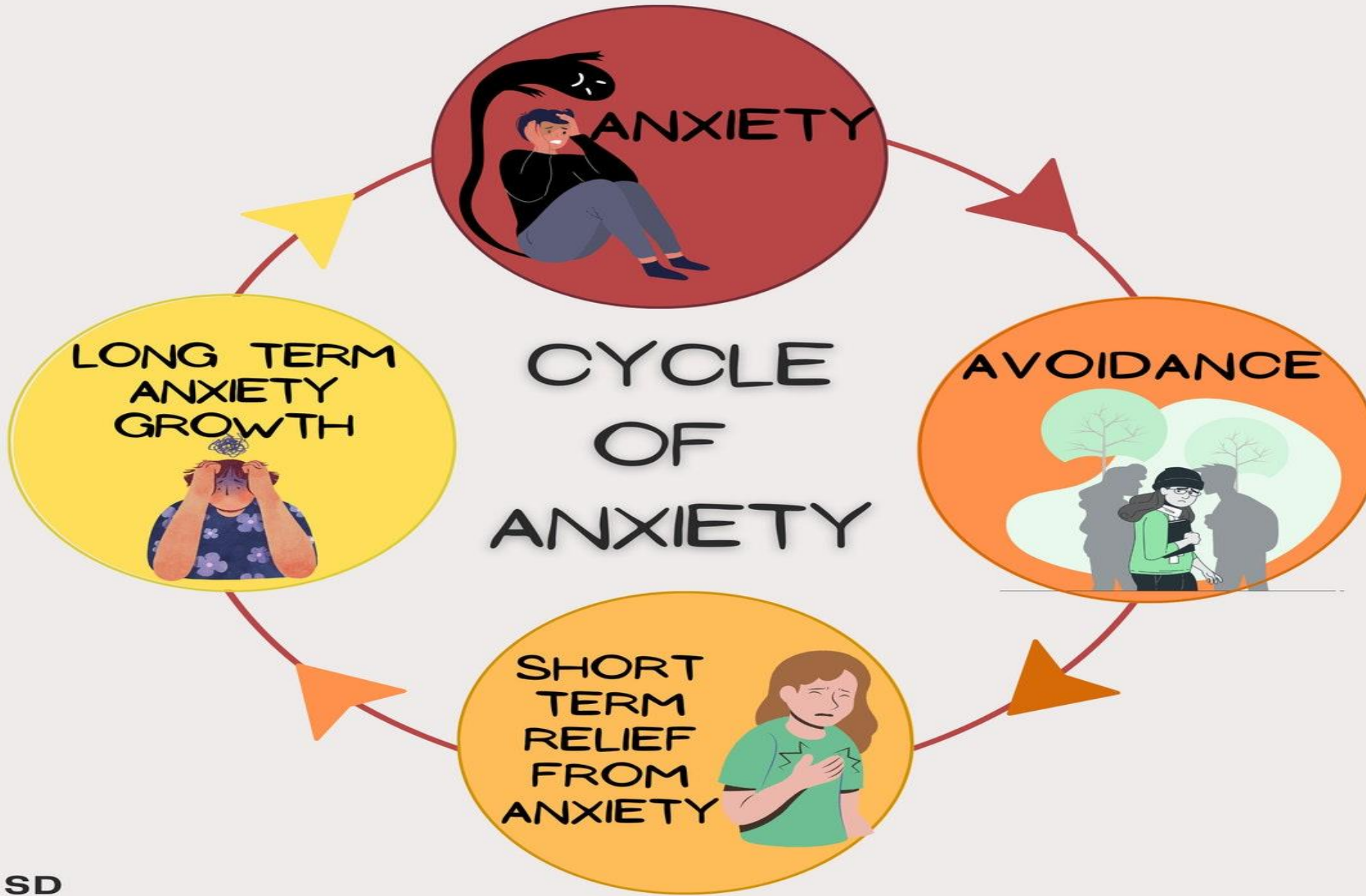


Shared activity  
Relationship  
between  
anxiety &  
excitement-  
what the  
research tells  
US



# Reframing the body's signals and our internal narrative



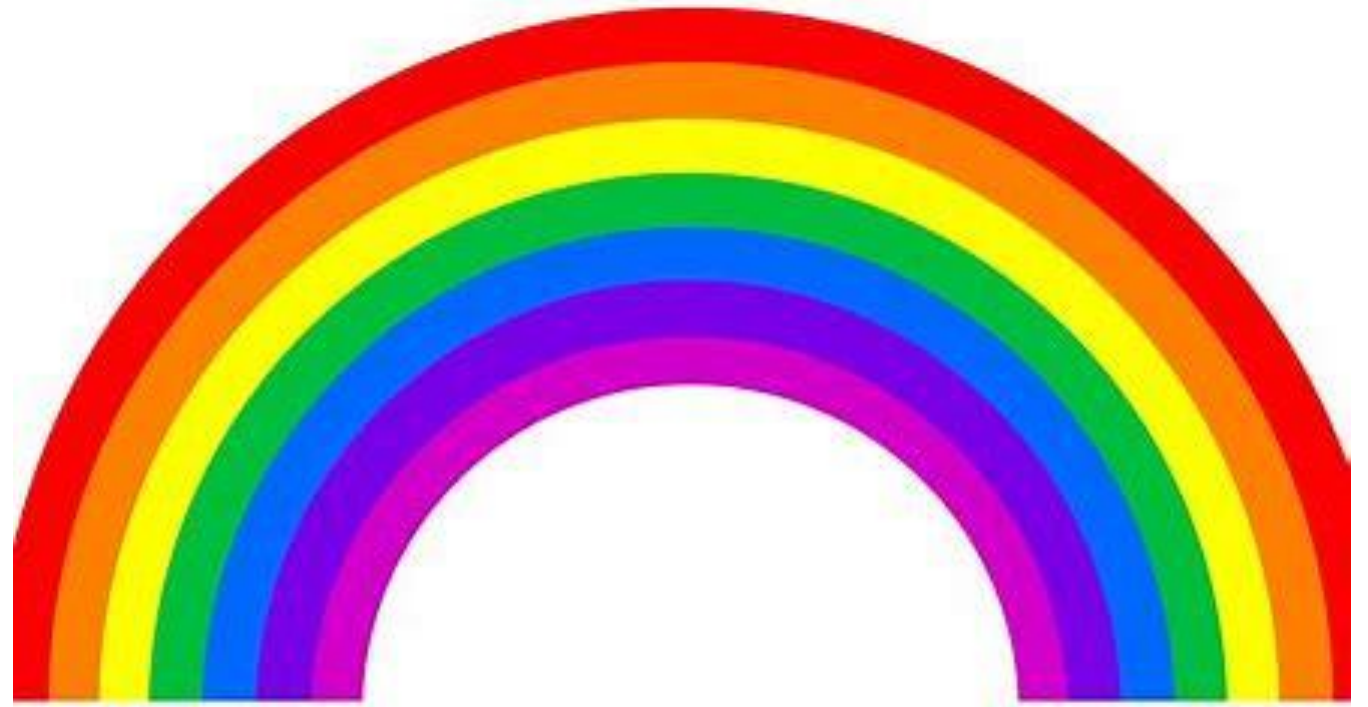


Avoiding reinforces anxiety.

'You can handle this!'

The more you tolerate it, the more it will diminish.

Avoidance is not  
the answer, it  
only shrinks your  
world and limits  
your horizon.

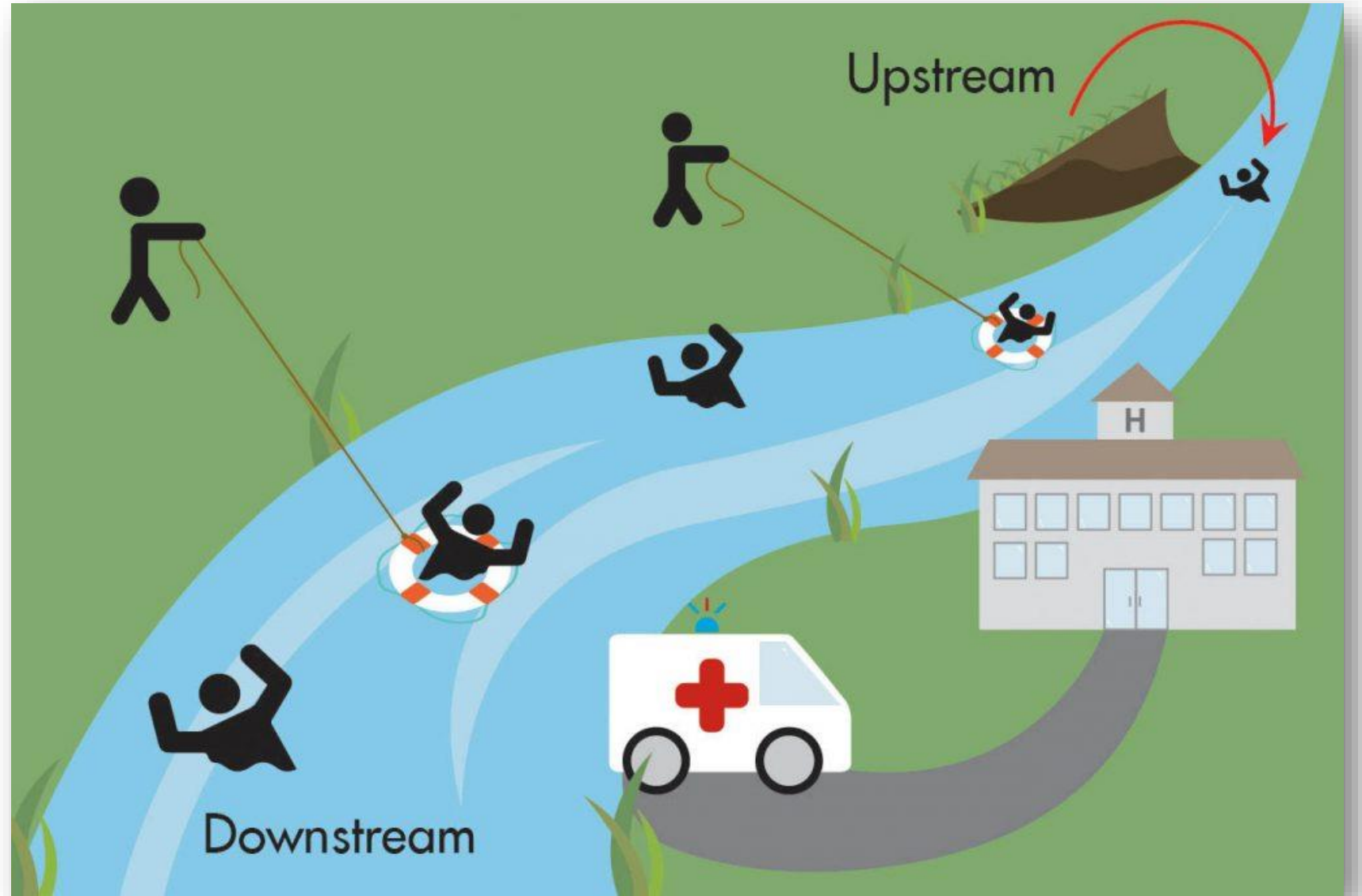


## The Rainbow of Avoidance

[How to tackle anxiety: Rainbow of Avoidance - BBC Parents' Toolkit - BBC Bitesize](#)

What can we  
do to help?

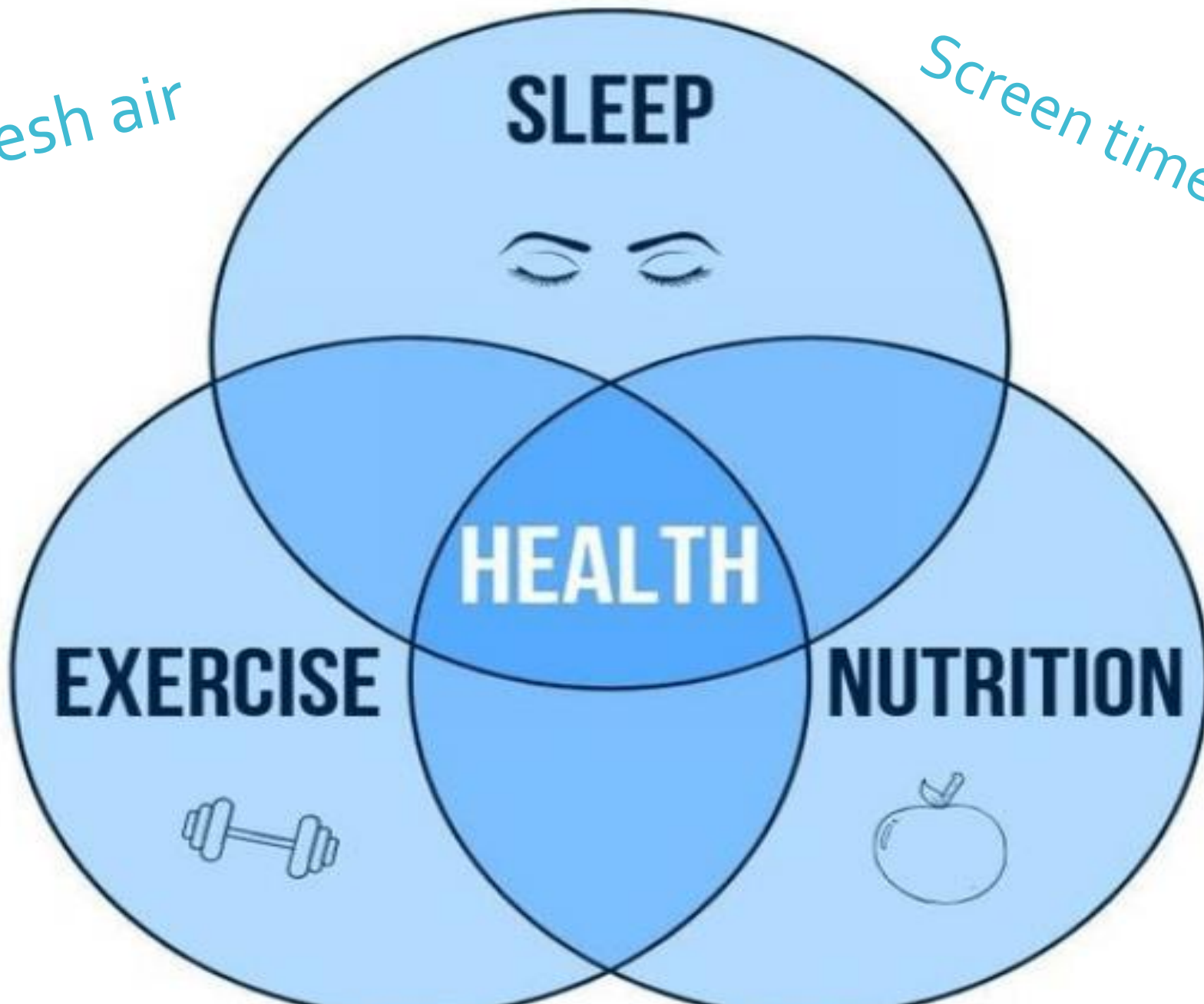
Rescue or empower?  
Teaching & practicing self-awareness and self-care



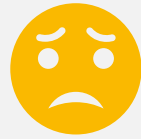
# The Health Trinity

Fresh air

Screen time



# Worry outcome journal.



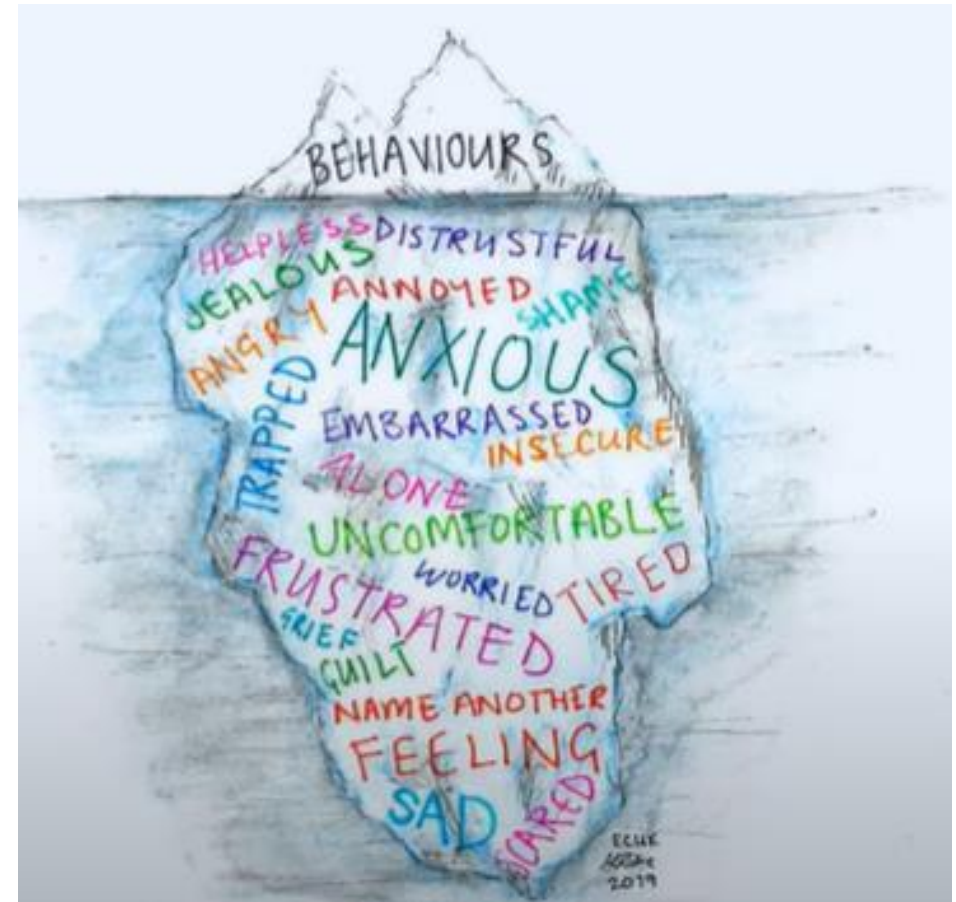
When you feel anxious, write down the worry.



Check later – did it come true?



This gives the brain real world evidence that most fears don't happen.



# Self-esteem

- What are you good at?
- Focus on your strengths – make these your superpowers
- Use your superpowers to overcome the things you find tricky
- Remind them
- Reward effort

[20 Self Esteem Activities for Kids Guaranteed to Build Confidence • Mindfulmazing.com](#)

# The 5c's and the 3 R's

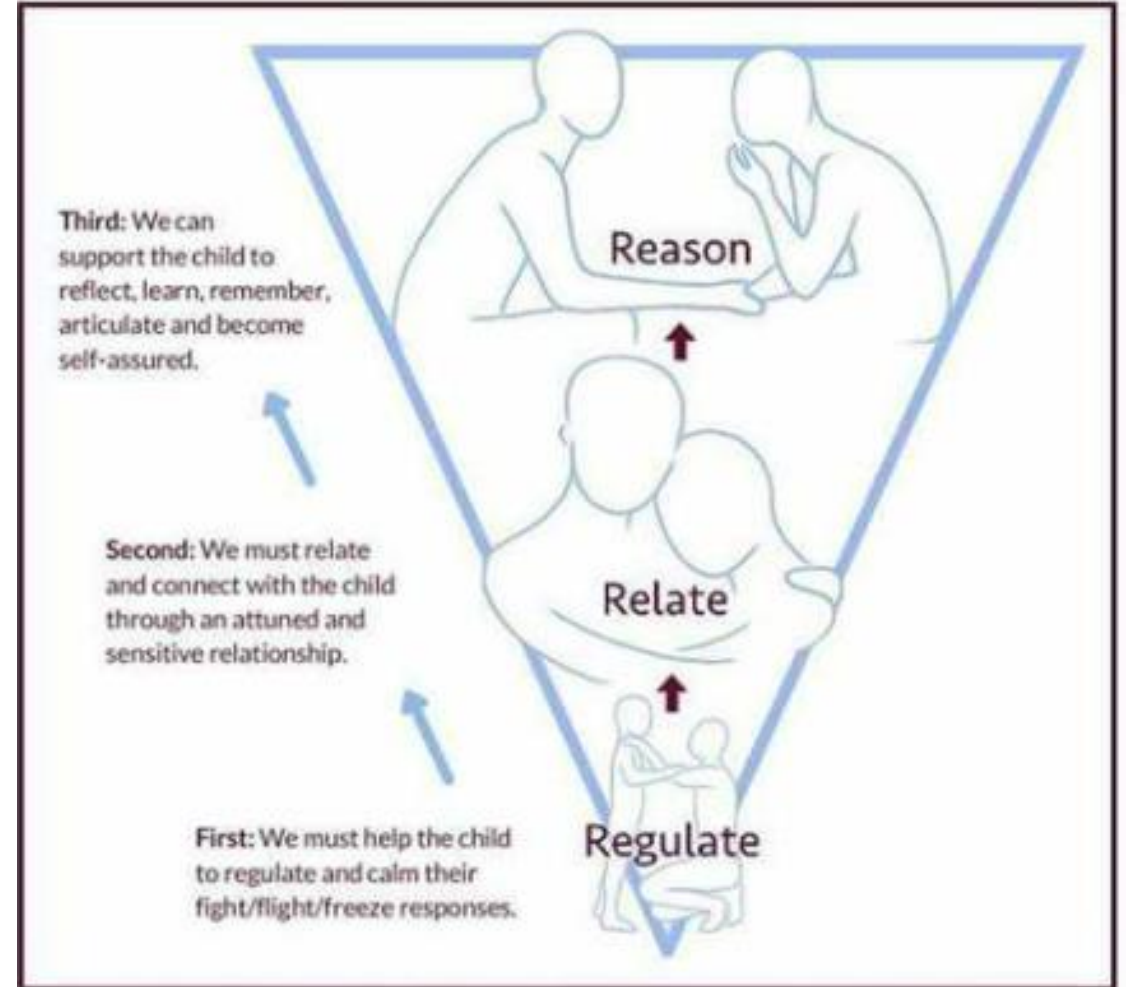
Calm  
Communication  
Consistency  
Compassion  
Connection

I can help you to think of a different way to cope

Can you remember what we said before?

Let's see if we can think together about new ways to do this

Can you think of a different way to deal with your feelings?



.....you can't fix everything when your child is struggling, you can make them feel seen and understood – and this in itself can make them feel more able to cope.....



Talking about how they are, asking what was the best part of their day as part of everyday family life – this shows your child that you're interested in them and want to listen. It also supports them to practise thinking and talking about their feelings, helping them to get to know themselves and what they need.



...your child doesn't need you to always get it right - they just need to know you're there.

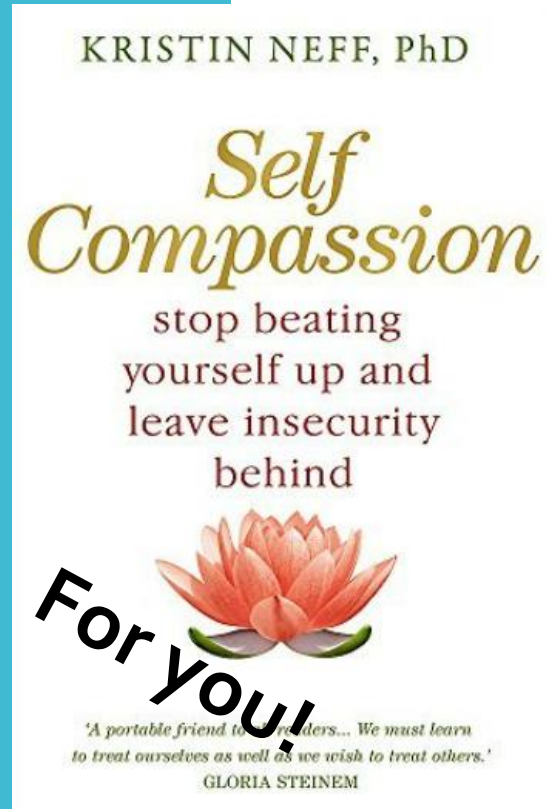
## Conversation & Connection



It is often easier to have conversations whilst doing another activity

The more time that can be spent outdoors, the better!

Other helpful tools and ideas



# The children's pledge

## My well-being pledge.

I agree to try at least one of these techniques to help my wellbeing.

I agree to do it every day (where possible) and in times when I need a bit of extra help.

<p><b>Exercise</b> - I will do a little exercise every day (walk/playing outside/10-star jumps....)</p> 	<p><b>Breathing exercises:</b> I will do daily breathing exercises (finger breathing/3,4,5 breathing....)</p> 	<p><b>Gratitude:</b> I will think of 5 things every day that I am grateful for or that have made me happy.</p> 
<p><b>Grounding:</b> I will do the 5,4,3,2,1 grounding activity every day.</p> 	<p><b>Self-kindness:</b> I will remind myself of my strengths everyday and speak to myself like I would speak to a best friend.</p> 	<p><b>Sleep:</b> I will improve my sleep by aiming to go to bed at the same time and having no screen time an hour before bed.</p> 

Signed .....

# Take Time ...

To make sure you NOTICE (identify and name the emotions)

To CONNECT (people and places = joy)

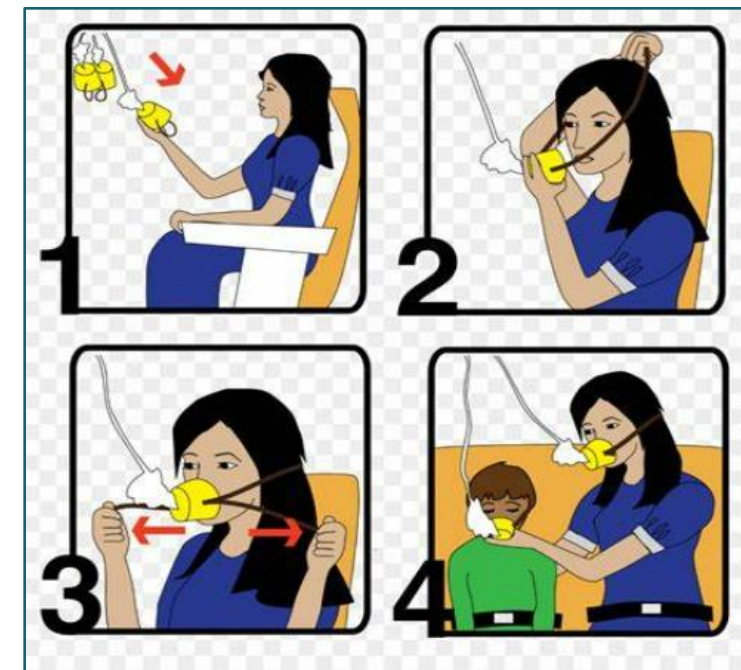
To use your INSIGHT (what do I know works)

WAIT AND BREATHE (when your own anxiety/emotions are rising)

To REFLECT (why am I/why is my child feeling this way and what can I/ can't I control)

For YOURSELF- (do the things you enjoy and which enrich your life, sleep, learn to relax, pay attention to what you eat, get active, have fun)

To RECOGNISE when you need help and support and ASK and ACCEPT it when required



What do you do to look after yourself?

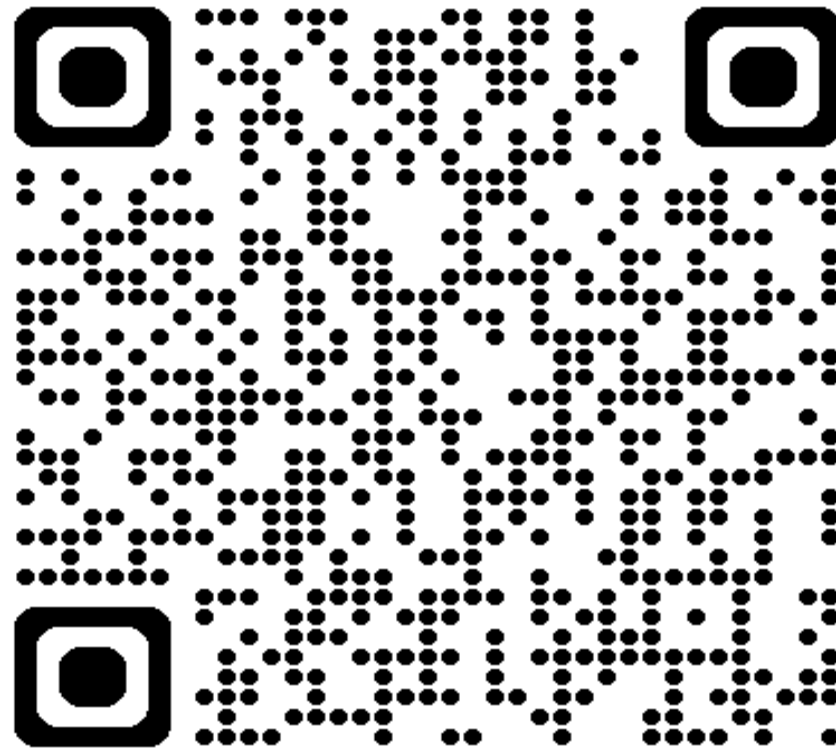
A dark, atmospheric photograph of a person walking up a staircase in a building. The person is silhouetted against a bright light source at the top of the stairs, creating a dramatic backlighting effect. The walls of the building are dark and textured, with a grid of windows visible in the background. The overall mood is somber and contemplative. The text 'Anxiety comes before brave!' is overlaid in a white, outlined font, centered on the image. There are also decorative elements: a solid cyan vertical bar on the left and a solid grey vertical bar on the right.

Anxiety comes  
before brave!

## Top tips:

- Help them to understand what anxiety is and how it can be helpful, but when it isn't (fire alarm analogy)
- Don't avoid, 'You are brave enough to handle this!'
- Express positive but realistic expectations, 'I know you are worried. You can handle it!'
- Make talking about emotions normal 'How are you feeling about.....?'
- Model conveying confidence in anxiety provoking situations
- Create a plan
- Model healthy ways of handling it

What is on the  
padlet?



[Anxiety workshop for parents padlet](#)

# Mental Health Support | NottAlone - Supporting Your Child

NottAlone


VIEWING AS A PARENT / CARER    START AGAIN

## NottAlone

[Home](#)   [About](#)   [Browse](#)   [Feedback](#)   [Resources](#)

### I need help with...


URGENT HELP!



#### Anger

Anger is an expression of emotions, it is usually underpinned by an...


→



#### Anxiety and Panic Attacks

Everyone gets anxious now and then and anxiety is actually your bod...


→



#### Bereavement and Loss

When someone you care about dies or is seriously ill, it is very di...


→



#### Bullying

Bullying is repeated behaviour intended to hurt someone emotionally...


→



#### Depression and Low Mood

Everyone has ups and downs. Sometimes you might feel a bit low, for...


→




#### Drugs and Alcohol

It is not uncommon for young people to experiment with drugs and al...


→




#### Eating Disorders



#### Exam Stress



#### Family Separation

The background features two teal-colored geometric shapes: a large trapezoid on the left side and a smaller triangle on the right side. The text is centered between these shapes.

What do you need  
next?

What's your take-away  
from today?

## Contact details:

Pip Challinor

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Lauren Burns

[Lauren.burns@nottsc.gov.uk](mailto:Lauren.burns@nottsc.gov.uk)



Tell us your  
feedback

The more you try  
to control something,  
the more it controls  
you. Free yourself and  
let things take their own  
natural course.

- Leon Brown



ESHAW Hub Training Evaluation  
2025-2026

