



PANIC ATTACKS VS. ANXIETY

Panic Attacks vs. Anxiety

Grades 8-12

Physical and Health Education, Language Arts, Arts Education & Career Education

Purpose of the Lesson:

Students may find it difficult to understand how panic attacks and anxiety differ. Overall, anxiety means to feel worried, nervous or fearful (Keltly Mental Health). We all feel anxious from time to time and some anxiety can be helpful. For example, feeling anxious before a quiz helps us to prepare more and study. Anxiety disorders are one of the most common mental health challenges experienced in children/youth. There are several types of anxiety disorders and panic disorder is one of them (there is also separation anxiety, generalized anxiety, social anxiety, and specific phobias). Panic attacks are relatively short, intense feelings of anxiety or dread that are combined with multiple physical symptoms (dizziness, racing heart, shortness of breath, shaking, and nausea). They often trigger catastrophic thinking such as "I am going crazy" or "I am going to die." A key component of panic disorder is a fear of future unexpected panic attacks. The purpose of this lesson is to explain to youth/teens what anxiety & panic attacks are and how to recognize the differences.

Curriculum Competencies:

Health and Physical Education:

- Personal and Social Management:
 - Grade 8
 - K.4.8.A.1: Examine the effects of stereotyping based on a variety of factors (e.g., gender, age, race, roles, media influences, body type, sexual orientation, source of income...), and ways (e.g., set/review personal and group norms, standards...) to promote acceptance of self and others
 - K.4.8.A.2a: Develop self-monitoring strategies (e.g., keep a journal, participate with a friend...) and criteria (e.g., believable, achievable, controllable, within timelines...) in setting individual and/or group goals
 - K.4.8.A.3: Describe the social factors that affect the decision-making/problem-solving process in group situations
 - K.4.8.B.1a: Describe behaviours that show social responsibility and respect for diversity (e.g., showing respect toward officials and other players, inviting others to play, greeting others, helping others who are experiencing difficulty...) in different contexts (e.g., sports, physical activity participation, classroom settings...)
 - K.4.8.B.2b: Identify roles and responsibilities in developing positive relationships



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- K.4.8.B.1b: Discuss personal participation and responsibilities in physical activities and/or social events for the promotion of inclusion and cultural diversity in communities
- K.4.8.C.1a: Identify how self (e.g., accepting one's feelings...), peers (e.g., listening supportively...), and the community (e.g., providing resources for support when needed...) contribute to the enhancement of personal health and well-being
- K.4.8.C.2: Explain how stress may have positive or negative consequences (e.g., fight or flight, productivity, illness...)
- K.4.8.C.3: Examine the effects of stress (e.g., increased blood pressure, elevated heart rate, muscle soreness, nausea...) and relaxation (e.g., low blood pressure and heart rate...) on body systems (e.g., digestive, cardiovascular, endocrine...).
- K.4.8.C.4a: List healthy strategies (e.g., seeking support from others and community resources, positive self-talk, physical exercise...) and unhealthy strategies (e.g., smoking, alcohol misuse, isolation, fighting...) for dealing with stress and/or anxiety.
- Grade 9:
 - K.4.S1.A.1: Examine personal strengths, values, and strategies for achieving individual success and a positive self-image
 - K.4.S1.A.3: Examine factors that affect self and/or others in making decision regarding active healthy lifestyles and/or career building
 - K.4.S1.B.1a: Describe ways to treat others for developing healthy and meaningful relationships
 - K.4.S1.B.2b: Identify appropriate social behaviours for developing meaningful interpersonal relationships
 - K.4.S1.B.3b: Examine effects of conflicts and the importance of seeing diverse sides of issues in developing meaningful personal and/or team relationships
 - S.4.S1.A.3: Apply interpersonal skills in case scenarios related to developing close, meaningful relationships
 - S.4.S1.A.4: Apply conflict-resolution strategies in different case scenarios for understanding different perspectives and points of view



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- Grade 10:
 - K.4.S2.C.1a: Describe the behaviours necessary for providing others with support and promoting emotional health and well-being
 - S.4.S2.A.3: Apply communication skills and strategies in case scenarios for getting along with others in a variety of contexts
- Grade 11 (Module C: Mental-Emotional Health):
 - 11.MH.1 Identify and apply positive health strategies to deal with issues such as stress,
 - anxiety, depression, and eating disorders.
 - 11.MH.2 Examine media influence(s) on self-image and behavior
 - 11.MH.3 Investigate the impact and importance of active healthy lifestyle practices on mental-emotional health issues
 - 11.MH.4 Examine the signs and symptoms of mental-emotional health issues related to stress, anxiety, depression, and eating disorders
 - 11.MH.5 Identify community service agencies that support individuals concerned about mental-emotional health issues.
 - 11.MH.6: Apply problem-solving and decision-making strategies in case scenarios related to selected mental-emotional health issues
- Healthy Lifestyle Practices:
 - Grade 8:
 - K.5.8.A.1: Examine positive and negative health habits of daily living for self and/or others (e.g., daily physical activity, skin care, hygiene, dental hygiene, rest, caring for others, handling/sharing of food/beverages, tobacco use...)
- Healthy Relationships
 - Grade 12:
 - 12.HR.1: Demonstrate understanding of the characteristics of healthy and unhealthy relationships, and discuss factors that might influence their development

English Language Arts

- Grade 8
 - 3.2.1 *Identify Personal and Peer Knowledge*: Access, record, and appraise personal and peer knowledge and understandings of a topic to establish an information base for inquiry or research



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- 4.1.1 *Generate Ideas*: Experiment with several ways to generate ideas and focus a topic
- 4.1.2 *Choose Forms*: Compose using specific forms that ensure a match between content, audience, and purpose
- 4.2.2 *Revise Content*: Revise to enhance meaning and effect according to audience and purpose
- Grade 9
 - 3.1.1 *Use Personal Knowledge*: Determine depth and breadth of personal knowledge of a topic to identify possible areas of inquiry to research
 - 3.2.1: *Identify Personal and Peer Knowledge*: Access, record, and appraise personal and peer knowledge of a topic and evaluate it for breadth and depth to establish an information base for inquiry or research
 - 4.1.1 *Generate Ideas*: Use a variety of techniques to generate and select ideas for oral, written, and visual texts
 - 4.1.2 *Choose Forms*: Adapt specific forms to match content, audience, and purpose
 - 4.2.2 *Revise Content*: Review previous draft and review to refine communication and enhance self-expression.
- Grade 10:
 - 3.1.1 *Use Personal Knowledge*: Determine inquiry or research focus based on personal knowledge and interests and on others' expertise
 - 3.2.1: *Identify Personal and Peer Knowledge*: Select relevant personal and peer knowledge, experiences, and perspectives related to inquiry or research topic
 - 4.1.1 *Generate Ideas*: Generate and combines ideas from personal experiences and other sources to focus a topic appropriate for audience and purpose
 - 4.1.2 *Choose Forms*: Experiment with a variety of forms appropriate for content, audience, and purpose
 - 4.2.2 *Revise Content*: Analyze and revise drafts to ensure appropriate content, accuracy, clarity, and completeness

After Grade 10, English Language Arts splits into the three curricula at the 30S and 40S levels: Comprehensive Focus, Literary Focus, and Transactional Focus.



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Visual Arts:

- GLO: The overarching goal of the visual arts curriculum is to support, nurture, and inspire the growth of every learner as an artist and as an artful learner through: making (VA-M), creating (VA-CR), connecting (VA-C), and responding (VA-R).
 - VA-M1: The learner develops competencies for using elements and principles of artistic designs in a variety of contexts
 - VA-M1.3 (Grades 9-12): selecting, combining, and manipulating art elements and principles to solve artistic problems and challenges
 - VA-M1.4 (Grades 9-12): exploring contemporary approaches to designing, composing, or structuring works of art and visual culture
 - VA-M2: The learner develops competencies for using visual art media, tools, techniques, and processes in a variety of contexts by
 - VA-M2.2 (Grades 9-12): experimenting with a variety of art media, tools, techniques, and processes to develop intentions and preferences
 - VA-M2.3 (Grades 9-12): selecting and using diverse art media, tools, techniques, and processes in varied ways to develop technical and creative facility and to represent artistic intentions
 - VA-M2.4 (Grades 9-12): extending, integrating, and refining artmaking competencies using: a variety of personally selected media, a range of techniques and processes, and various tools and digital and virtual technologies
 - VA-CR1: The learner generates ideas for creating art using a variety of sources
 - VA-CR.1.1 (Grades 4-8): Draw inspiration from personal experiences and relevant sources to ignite ideas and questions for art creation
 - VA-CR.1.2 (Grades 4-8): Engage in collaborative idea generation/brainstorming as inspiration for art creation
 - VA-CR.1.1 (Grades 9-12): drawing inspiration from personal experiences and relevant sources
 - VA-CR.1.5 (Grades 9-12): engaging in collaborative idea generation as inspiration and fuel for moving ideas forward



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- VA-CR2: The learner develops original artworks, integrating ideas and art elements, principles, and media
 - VA-CR.2.1 (Grades 4-8): Experiment with art elements, principles, and media to test and elaborate ideas
 - VA-CR.3.4 (Grade 4): Work collaboratively to create and share group art projects
 - VA-CR.2.3 (Grade 9-12): engaging in cycles of experimentation and idea generation to consider possibilities and test out and elaborate ideas
 - VA-CR.2.4 (Grades 9-12): analyzing and adapting creatively to evolving relationships between form (media and design) and idea, intent, and/or purpose
 - VA-CR.2.5 (Grades 9-12): defining and solving creative challenges that emerge in the artmaking process
 - VA-CR.2.6 (Grades 9-12): selecting, synthesizing, and organizing promising ideas, elements, and media to develop original artwork and to support intention
- VA-C2: The learner develops understandings about the influence and impact of the visual arts
 - VA-C.2.1 (Grades 9-12): examining ways that visual arts and artists influence personal growth, identity, and relationships with others
 - VA-C.2.2 (Grades 9-12): examining the impact of context (e.g., personal, social, artistic, cultural, political, economic, geographical, environmental, historical, technological) on visual arts and artists
 - VA-C.2.3 (Grades 9-12): examining how visual arts and artists influence, comment on, question, and challenge social, political, and cultural discourse and identity
- VA-C3: The learner demonstrates an understanding of the roles, purposes, and meanings of the visual art in the lives of individuals and in communities
 - VA-C.3.1 (Grades 4-8): Demonstrate an appreciation of art as a means of experiencing and exploring own and others' lives (eg. feelings, values, stories, events, cultures)
 - VA-C.3.5 (Grades 4-8): Demonstrate an awareness of ways in which visual arts reflect, influence, and shape issues and events, as well as traditions, values, beliefs, and identities of individuals and groups



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- VA-C.3.1 (Grades 9-12): exploring how art and artists make and communicate meaning and create unique and new ways to know self and to perceive the world
- VA-C.3.2 (Grades 9-12): examining how visual arts can be a means of sharing diverse viewpoints and of understanding the perspectives of others
- VA-C.3.3 (Grades 9-12): examining ways that visual arts reflect, interpret, and record traditions, values, beliefs, issues, and events in society and culture
- VA-C.3.4 (Grades 9-12): analyzing the multiple roles and purposes of art for individuals and society (e.g., celebration, persuasion, education, commemoration, commentary, recreation, therapy, religious/artistic/cultural expression)
- VA-R4: The learner constructs meaning and applies new understandings from art experiences
 - VA-R.4.4 (Grades 4-8): Identify ways that art contributes to personal, social, cultural, and artistic identity
 - VA-R.4.6 (Grades 9-12): identifying ways that visual arts contribute to personal, social, cultural, and artistic identity
- Career Development:
 - Unit 1: Personal Management
 - GLO A: Build and maintain a positive self-image
 - 1.A.1 (Grade 9): Recognize how positive characteristics are the basis of a positive self-image
 - 1.A.2 (Grade 9): Describe and practise how self-image influences behaviour
 - 1.A.3 (Grade 9): Describe and recognize how personal behaviours influence the feelings and behaviours of others
 - 1.A.4 (Grade 9): Demonstrate behaviours that will build self-esteem in self and others
 - 1.A.5 (Grade 9): Use computer-based activities to explore skills, learning styles, interests, and values
 - 1.A.6 (Grade 9): Explore and discuss own strengths, interests, attributes, and values



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- 1.A.2 (Grade 10): Identify positive characteristics (skills, interests, personal qualities, and strengths) about self as seen by self and others
- 1.A.3 (Grade 10): Describe how self-assessment can contribute toward the achievement of personal, educational, social, and professional goals
- 1.A.4 (Grade 10): Discover the importance of developing a realistic and positive self-image and the consequences of an erroneous one
- 1.A.5 (Grade 10): Identify how a realistic and positive self-image contributes to self-fulfillment, both personally and professionally
- 1.A.6 (Grade 10): Evaluate the impact of self-image on self and others
- 1.A.8 (Grade 10): Explore personal desires and interests
- 1.A.1 (Grade 11): Evaluate the impact of self-image on self and others
- 1.A.2 (Grade 11): Identify own interests, skills, work values, learning styles, and work preferences
- 1.A.2 (Grade 12): Identify own characteristics such as interests, skills, and values
- 1.A.3 (Grade 12): Compare habits and choose experiences that maintain or improve personal resiliency.
- 1.A.4 (Grade 12): Determine behaviours and attitudes conducive to reaching personal, social, educational, and professional goals
- 1.A.5 (Grade 12): Build self-image in order to contribute positively to life and work.
- GLO B: Interact positively and effectively with others
 - 1.B.3 (Grade 9): Explore the implications, effects, and consequences of helping others
 - 1.B.4 (Grade 9): Acknowledge and respect own unique character
 - 1.B.1 (Grade 10): Integrate personal management skills to balance work, family, and leisure activities for mental, emotional, physical, and economic well-being
 - 1.B.3 (Grade 11): Demonstrate personal management skills such as time management, problem solving, stress management, and life/work balance
 - 1.B.1 (Grade 12): Integrate personal management skills such as time management, problem solving, stress management, and life/work balance into own life and work roles



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- GLO C: Change and growth throughout life
 - 1.C.1 (Grade 9): Determine that change and growth have an impact on mental and physical health
 - 1.C.2 (Grade 9): Identify and develop strategies for dealing with change
 - 1.C.3 (Grade 9): Identify and review stress management techniques used in response to life situations
 - 1.C.4 (Grade 9): Recognize and explore ways to express personal feelings
 - 1.C.5 (Grade 9): Articulate how the Aboriginal “Circle of Courage” areas and general learning outcomes are complementary
 - 1.C.1 (Grade 10): Explore how feelings are influenced by significant experiences in the workplace/volunteer situations
 - 1.C.2 (Grade 11): Determine own work, family, and leisure activities, and recognize their impact on mental, emotional, physical, and economic well-being
 - 1.C.1 (Grade 12): Adopt habits and engage in experiences that maintain or improve mental and physical health

Psychology (40S):

- Theme 2: Biopsychology | Topic 4: Stress, Coping, and Health
 - 2.4.1 Identify the sources of stress, and explain the psychological and physiological reactions to stress.
 - 2.4.2 Identify and explain cognitive and behavioural strategies to deal with stress and promote health.
 - 2.4.3 Investigate different holistic approaches to deal with stress and promote health.
- Theme 5: Variations in Individual and Group Behaviour | Topic 1: Psychological Disorders and Treatments
 - 5.1.1 Differentiate between normal, abnormal, and disordered behaviour.
 - 5.1.2 Discuss the major categories of disorders.
 - 5.1.3 Distinguish the common characteristics of disorders and cite examples.
 - 5.1.4 Identify the principal methods used to treat individuals with psychological disorders.



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Indigenous Perspectives:

- General Inclusive Aboriginal Perspectives:
 - All students will be treated with dignity and respect, and recognition will be given that all students have gifts that can be shared with others
 - Student motivation should be provided through intrinsic rather than extrinsic means
 - Curriculum materials will be made relevant to the students who are learning it
 - Experiential learning opportunities will be used when possible and appropriate
 - Members of the family and community will be involved in the education of students
 - Elders will be invited to share their knowledge and wisdom with the students
 - Traditional knowledge, histories, values, and cultures of Aboriginal peoples will be included in the classroom

Video

5 Differences Between Anxiety and Panic

Guiding Questions:

- What are some examples of situations where anxiety might occur?
- How common are anxiety disorders?
- What is generalized anxiety disorder?
- How common is panic disorder?
- What is panic disorder?
- What is the first difference between anxiety and panic?
- What is the second difference between anxiety and panic?
- When do panic attacks generally occur? What about anxiety?
- What is the third difference between anxiety and panic?
- What are some symptoms of panic disorder?
- What is the fourth difference between anxiety and panic?
- What is the fifth difference between anxiety and panic?
- What is derealization? What is depersonalization?



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Step-by-Step Lesson Plan

1. Begin the lesson by watching the video “5 Differences Between Anxiety and Panic”. This can be found [HERE](#). This awesome animation clearly explains the difference between anxiety and panic in a fun way!

2. **Pause the video and use the teacher guiding questions to spark discussion.**

3. Next, display the comic “Panic Attacks and Anxiety” on the projector. This can be found [HERE](#). **Allow the students to predict what will happen next before flipping the pages.**

4. **Discuss the curricular objectives for this lesson with your class.** Share how recognizing the signs and symptoms of anxiety and panic will be helpful in having empathy for friends, peers, and people in the community experiencing these symptoms.

5. **Follow-up activity:** Create your own Comic!
Divide students into groups of 2 and use the “Think, Pair, Share” discussion strategy to brainstorm what situations might be appropriate for a comic to show the differences between panic attacks and anxiety. Enlarge the below comic strip template for students to use to create their comics.

6. **Lesson closure:** When the project is finished display or have students share their comics with the class and what they learned about anxiety disorders. Allow students time to explore the mental health education section of the mental health toolkit for more information and resources.