

TEACHERS' NOTES

ANXIETY AND POST TRAUMATIC STRESS

This resource contains content that will require teachers to consider the sensitivities of both students and the teaching context. Teachers should carefully review and consult with school leaders and the school community about the suitability of any sample resources prior to use.

ORIENTATION

Define and understand

This module begins with some information on the prevalence of anxiety in society. You may wish to build on this information and provide students with some additional facts, or ask them to research the definition of anxiety and some of its symptoms or causes.

Links are provided for students to research the different types of anxiety disorders including generalised anxiety disorder and post-traumatic stress. Additional resources explaining the symptoms of anxiety or post-traumatic stress may also be provided to generate discussion.

Once students have completed these tasks, the Mind Map provided in the Student Activity Template (rsleducation.com.au/Health-and-wellbeing/years11-12/anxiety-and-PTS) can be used to further their understanding of the different types of anxiety disorders. Encourage students to share their mind map with another student and compare their responses.

Finally, ask students to consider how society affects a person. Provide students with examples of the effect of anxiety on the individual, relationship, community and societal level (the Social Ecological Model). Get students to suggest examples in the discussion or use the table in the Student Activity Template to record them.

This resource is presented using a three-stage inquiry approach, employing the Social Ecological model, Diffusion of Innovations model and the RE-AIM framework to engage with the concept of anxiety. Additional information about these frameworks and resources can be found on the Queensland Curriculum and Assessment Authority (QCAA) portal.

Related content:

- Video_ rsleducation.com.au/Health-and-wellbeing/years11-12/anxiety-and-PTS
- Anxiety and PTS Activity rsleducation.com.au/Health-and-wellbeing/years11-12/anxiety-and-PTS
- Mates 4 Mates mates4mates.org



ENGAGEMENT

Plan and act

Before beginning the Engagement activities, students should have watched the video on anxiety and post-traumatic stress (rsleducation.com.au/Health-and-wellbeing/years11-12/anxiety-and-PTS).

Featuring the Manager of Psychological Services at Mates4Mates, the video provides definitions and descriptions of the symptoms of generalised anxiety disorder and post-traumatic stress.

Additionally, the Mates4Mates website (mates4mates.org) lists some of the rehabilitation activities and support available to their 'Mates' (who are current or ex-service personnel) to manage these diagnoses. Additional resources from other relevant organisations could be introduced at this point to further the student's understanding.

Students may then use these resources and the video to develop their own action strategy for managing a generalised anxiety disorder or post-traumatic stress diagnosis.

CONCLUSION

Evaluate and reflect

If students are comfortable doing so, they could share their action strategy for managing generalised anxiety disorder or post-traumatic stress with the class. Encourage them to consider how effective their proposed strategy would be or perhaps discuss barriers to the strategy's adoption with a classmate.

The RE-AIM table and the RE-AIM summary table are included as resources in the Student Activity Templates for these activities. RE-AIM is an acronym for Reach, Effectiveness, Adoption, Implementation and Maintenance and is a useful model to guide the evaluation of a health promotion strategy.

After making any adjustments, students may wish to present their improved strategy to the class or in small groups.

