KASHMIR CARE FOUNDATION®
Humanity Always....Education First!

"Self-Help" Manual

# ANXIETY

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Developed by:

sawab
Supporting Always Wholeheartedly, All Broken-hearted
(Brain and Behavior Science Academy)

November, 2025

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Supporting Always Wholeheartedly, All Broken-hearted

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The Self-Help Anxiety Manual has been developed by the SAWAB exclusively for educational and self-awareness purposes. The Kashmir Care Foundation has provided support to SAWAB for the production of this manual.

The contents of this manual are designed to provide a basic understanding, awareness, and guidance on mental health–related topics. However, it should not be considered a substitute for seeking professional mental health care, diagnosis, or treatment.

If you are experiencing persistent anxiety, emotional distress, difficulty functioning in daily life, or are struggling to manage your symptoms, we strongly encourage you to seek support from qualified mental health professionals, including psychiatrists and clinical psychologists. Your well-being is of utmost importance, and timely professional help is available.

If you have any questions, suggestions, or feedback regarding this manual, please contact SAWAB at officialsawab3@gmail.com.

If you have comments about the ongoing and planned initiatives of the Kashmir Care Foundation (KCF), please contact KCF at info@kashmircarefoundation.org

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# Taking Care of your Mental Health

In regions like Kashmir, where the rhythms of daily life are shaped not only by nature's beauty but by the weight of conflict, education is more than a right—it is a form of healing. This Anxiety Self-help manual is born from the understanding that mental health and education are inseparable threads in the fabric of resilience. When young minds are nurtured in safe, supportive environments, they do not just learn—they begin to heal, grow, and imagine new futures.

This guide is both a call to action and a tool for change. It offers practical strategies and compassionate insight for educators, caregivers, and community leaders committed to restoring hope where it is most needed. In these pages lies a quiet revolution—one that begins in classrooms, continues in hearts, and echoes through generations.

Let this be a step toward building not just schools, but sanctuaries of strength.

**Prof. (Dr.) Mushtaq Ahmad Margoob**
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# Important Note

This manual is designed to support your learning and self-help. It is not a substitute for professional mental health diagnosis or care. If you are experiencing persistent anxiety, finding it difficult to function in daily life, or are struggling to manage your symptoms, we strongly encourage seeking support from qualified mental health professionals, such as psychiatrists or licensed clinical psychologists, or reach out to a trusted adult as a first step.

Adults supporting children are encouraged to review and explore this manual together, and maintain open conversations about feelings and mental health. If you have any questions or concerns about this manual, please feel free to contact the authors via Kashmir Care Foundation.

Your well-being matters, and help is available. Below are a few reliable sources of support:

- Tele-MANAS (Toll-free, 24x7, Mental Health Helpline, India): **14416**
- Center for Child Guidance and Well-being (CGWC) at SMHS Hospital, Srinagar,190010, J&K
- Institute of Mental Health and Neurosciences (IMHANS), Rainawari, Srinagar, 190003, J&K
- Advanced Centre for Mental Health, JVC Hospital, Bemina, Srinagar, 190017, J&K

Remember, seeking help is a positive and courageous step, you are never alone.

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## Introduction

Human beings feel many emotions, like happiness, sadness, anger, fear, anxiety, and more. All emotions are okay to have, and each one has a role to play. But sometimes, emotions can grow very big and heavy. When that happens, they may make us feel uncomfortable, confused, or even overwhelmed. It is important to notice when this happens, because recognising it early makes it easier to take care of ourselves or seek help.

This manual is about two such emotional responses, stress and anxiety.

Reading this manual will help you to:

- Understand what stress and anxiety really mean and what causes them
- Recognize when you are feeling stressed or anxious.
- Learn scientific and effective ways to overcome stress and anxiety

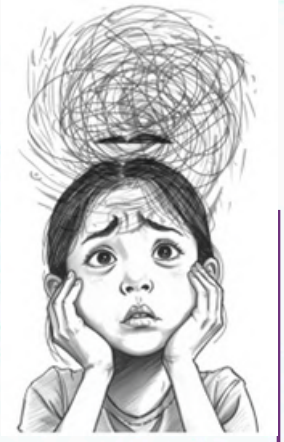
You will find that throughout the text, we have included common Kashmiri terms and phrases related to mental health. These familiar expressions have been used to help young readers understand emotions more easily and recognise how people express them in everyday conversations in Kashmir.

## Stress ("Dabav / Zehni Dabav")

Stress is the mental load we feel when there are too many things to do, or when we have very little time to finish them. In Kashmiri, we call this feeling, ***"dabav"*** (stress) or ***"zehni dabav"*** (mental stress). Stress is your body's reaction to a big challenge or a demand, which is known as a stressor. Stress is usually resolved when we use healthy ways to cope with it or when the stressor (problem) itself is gone.

## Anxiety ("Pareshaani/Tension")

Anxiety is when you feel nervous, worried, or uneasy because your mind keeps imagining what could go wrong, even if nothing bad has actually happened. So, while stress is experienced when the challenge is immediate, anxiety is felt in the anticipation of negative outcome. In everyday Kashmiri, people often describe anxiety as having ***"pareshaani/tension"***



## Is Stress and Anxiety always bad?

Stress and anxiety are part of human defence system. Small amount of stress and anxiety help us stay alert and ready to face a challenge.

This helpful stress is called **eustress**

If the brain always remains in the alert mode, it will cause fatigue and will not let us enjoy our daily lives. It can even interfere with our sleep and our appetite.

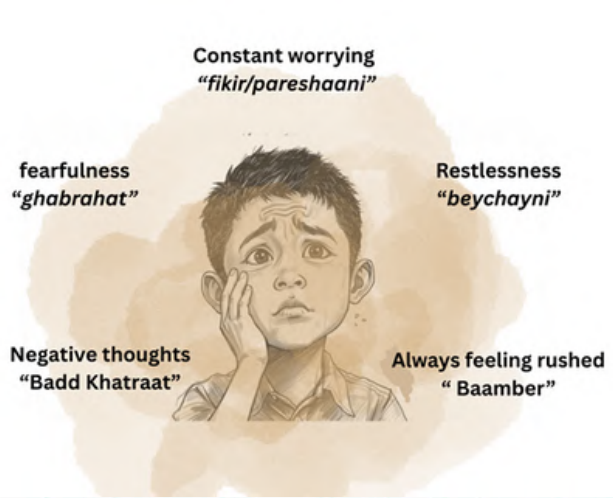
This is harmful stress or **distress.**

## How to identify Stress and anxiety?

Stress and anxiety can be present in our thoughts, show up in our body as physical symptoms or even manifest in our actions. Anxiety becomes unhelpful (pathological) when many of the following signs and symptoms are present almost everyday and last for weeks or months:

### *In thoughts:*

- Constant worrying about what might go wrong **"fikir/pareshaani"**
- Always feeling restless, on edge or unable to relax **"beychayni"**
- Having negative thoughts that feel out of control **"Badd Khatraat"**



- Trouble concentrating, like your mind keeps wandering. This may sometimes manifest as poor memory or mind going blank during exams - **"Mashraff"**
- Feeling scared but you don't know why - **"Ghabrahat"**

## *In body:*

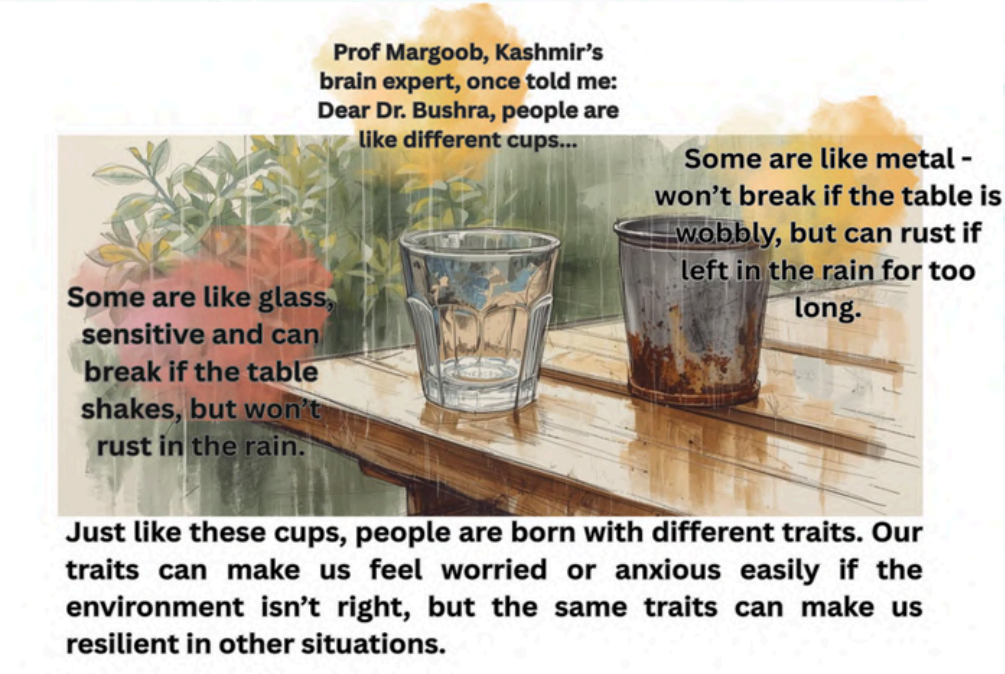
- Fast heartbeat **"Dil tchalun"** often accompanied by negative thoughts - **"Badd Khatraat"**
- Sweaty palms, feeling hot or having cold sweats **"Teer Tchatt"**
- Trembling or shaking **"Tharr Tharr"**
- Tightness in the chest or shortness of breath **"Seenas Dumm"**
- **"Butterflies"** in the stomach or general uneasiness **"Dil Raavun"**
- Trouble sleeping. You may find it hard to fall asleep or wake up too often or too early
- Headaches, body aches and feeling tired all the time. Usually, this is due to clenching and tightening of muscles.
- Frequent nausea, bloating, altered bowel movements, frequent urination etc. Often, no physical cause is found during medical investigations.

## *In behaviour:*

- Avoiding schoolwork, exams, or activities because of worry of failure or bad outcome. This may look like defiance or laziness to others.
- Holding back from speaking in class or meeting friends due to fear of embarrassment.
- Constant pacing around, fidgeting with things, shifting positions, shaking your legs, or wringing your hands - **"Bekaraari"**

- Wanting to stay close to your parents or guardians all the time. This may be perceived as **"clinginess"** by adults
- Always appearing irritable or showing anger

## What causes stress and anxiety?



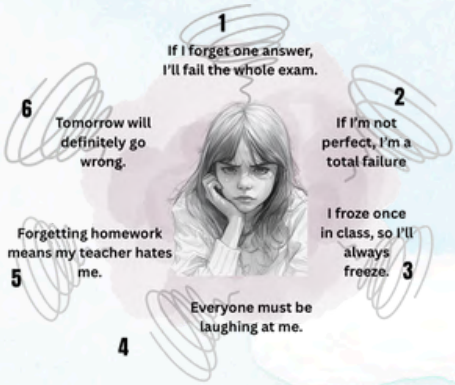

Multiple factors often work in combination to make a person more prone to worrying than others. Some factors we are born with (biological factors), some factors we are born into (social or environmental factors) and others may be learned as we grow (psychological factors).

### *Biological factors:*

- Anxiety can run in families which is determined by certain genes which makes a person to have a **"sensitive temperament"**
- Inside the brain, imbalance of special chemicals (neurotransmitters) also play a role

## Psychological factors:

- The way we think can also affect anxiety.
- Certain thinking patterns make worries grow stronger. Psychologists call these worry traps. (See table for different types and image for examples)




| Worry traps | |
|---|---|
| **Thinking Style** | **What It Looks Like** |
| 1. ***Catastrophizing*** | Always Expecting the worst outcome |
| 2. ***All-or-Nothing*** | Seeing things as only success or failure |
| 3. ***Overgeneralizing*** | Believing one bad event means it will always happen |
| 4. ***Mind Reading*** | Assuming you know what others think |
| 5. ***Magnifying*** | Blowing problems out of proportion |
| 6. ***Fortune Telling*** | Predicting the future negatively |

## Social factors (Your life around you):

- Big or difficult events can make anyone feel worried or tense. Things like exams, family arguments, or problems with friends can all add up and lead to feeling overwhelmed.
- It's like carrying a heavy backpack that keeps getting fuller and weighing you down.

## Types of anxiety:

Understanding the different types of anxiety can help us recognise it early and respond in appropriate and effective ways (as highlighted in next section

### General worry (Generalized anxiety):

This is when worries don't stop. You might worry constantly about many ordinary things like packing your school bag, going to tuition, weather getting cloudy, catching school bus, etc. Everything feels overwhelming and you're constantly asking for reassurance **"wyen kyah banyeh?"** (what will happen now?) **"Buh kyah Karh?"** (how will I manage?).

### Specific anxiety:

Specific anxiety: This happens when anxiety is linked to certain situations, things or animals and outside the situation, you are relatively more relaxed. Common examples are speaking in morning assembly, asking teacher a question in-front of class, being exposed to certain animals, insects, needles etc. In kashmiri such fears are called **"Waham"**

### Panic attacks:

A panic attack is a wave of sudden, intense anxiety which feels like having a heart attack.

During a panic attack all the symptoms of anxiety listed above can be felt at once. You may also start crying and have thoughts that something bad is about to happen.

It usually lasts for 15-20 minutes and may or may not have an apparent trigger. It can be followed by a constant fear of having another such attack.

## Managing Stress and Anxiety: A Structured Guide

Managing stress and anxiety isn't just for tough days, these are skills that will help you move through life with balance and confidence. You cannot stop the waves, but you can definitely learn to surf them.

**General rules:** These are non-negotiable. Your body and mind need regular looking after and maintenance to function smoothly and face challenges effectively.

### Time management

- Break tasks into smaller steps and plan ahead.
- Use a simple timetable or checklist. Small, planned steps prevent last-minute panic.
- Having a structured routine gives your brain a sense of control and boosts confidence and optimism.

**Sleep = Brain Charging:** Try to go to bed and wake up at the same time each day. Turn off screens 30 minutes before bed and skip caffeine late in the day.

### Get Moving

Exercise, stretch, or go for a walk to release tension. It releases "happy chemicals" (endorphins) that help you feel good and worry less.

### Eat healthy

A regular diet of fruits, veggies, and proteins provides steady fuel that keeps your mood stable and stops shaky, nervous feelings that make worries worse.

### Take Breaks

Step away from tasks regularly to recharge and refocus. Do things you really enjoy doing

### Spirituality

For many people, prayer, meditation, or reciting verses from their religious books brings calmness and strength.

Feeling connected to something larger than yourself can reduce worries and give hope during difficult times.

### Seek support

Share your feelings with a friend or loved one for support.

## Specific tools from therapy

### A. What to do for worrying thoughts

The thoughts in your head directly affect how you feel. Anxiety tends to feed on itself, worrying about being anxious, or negative self-talk can keep the cycle going.

Here's how to break the cycle:

#### *Catch, check and change method:*

Notice unhelpful thoughts and challenge them in 3 easy steps.

**1.Catch** the anxious thought.

**2.Check** the evidence or the alternative view

Ask, what evidence supports this thought and what goes against it? Are there other possibilities?

**3.Change**, the unhelpful thought to a more balanced thought & test it

Try acting as if the new (balanced) thought is true and see what happens next. Over time, doing this helps reduce the power of extreme negative thoughts.

#### *Thought sorting:*

When you start to feel overwhelmed, take a moment to pause and separate what's in your control from what isn't.
Focus your energy on what you can do right now, let go of things not in your control at the moment.

## *Mindfulness:*

It is training your thoughts to slow down. Mindfulness is simply paying attention to what you are feeling in the moment, and naming it without judging it as good or bad. Take a slow pause and notice

What is your hand resting on right now?
You probably weren't thinking about it before I asked, but now that you are, can you feel it?
Is it soft, smooth, warm, or cool?

What thought is passing through your mind right now?
Maybe it's a worry or a memory.
That's okay, you noticed it.
Now, let it drift away like a cloud floating across the sky.

Now bring your attention back to this moment, observe your breathing, hear all the sounds around you, smell all the scents in the air.

You are here. You are safe. You are present.

## B. What to do when having sudden anxiety or panic attack:

## *Breathing exercise:*

When we feel anxious, our breathing often becomes fast and shallow, which makes our body think we are in danger. By slowing down and practising special breathing exercises, we can send a message to the brain that we are safe and it's okay to relax. Here are simple scientific techniques to calm your body and steady your mind.

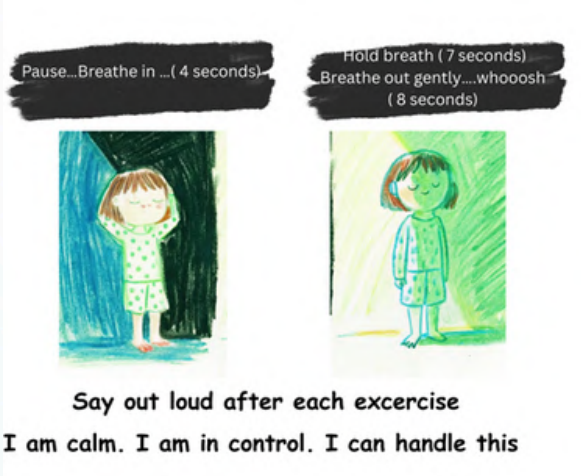
Take a comfortable position

**1.** Place one hand on your belly and the other on your chest.

**2.** Breathe in slowly through your nose for 4 seconds, feel your belly rise.

**3.** Pause for 7 seconds

**4.** Breathe out through pursed lips, whoosh for 8 seconds. Feel your belly fall.




Try this for 5–10 minutes.

It helps slow down your heart rate and relaxes your nervous system.
Great for anytime, try it now?

## Grounding with the Five Senses:

A calming technique that pulls you away from worries and connects you with the present by exploring the five senses. It helps you find safety in the present moment.

Follow instructions in image.

## C. What to do for physical tension?

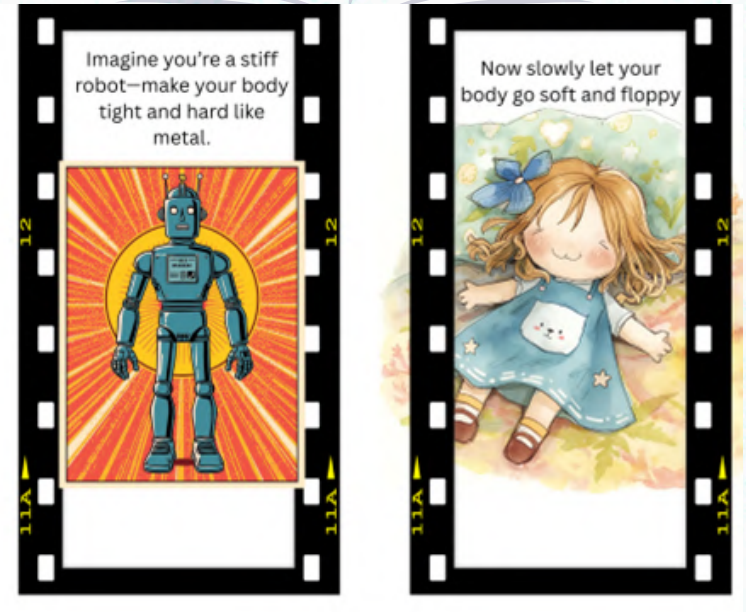
When we're anxious, our muscles often get tight without us noticing. Relaxing them on purpose sends a signal to the brain that it's safe to calm down. It works the best when done regularly throughout the day.

### *1. Squeeze & Release:*

- Pretend you are holding two lemons in your hands. Squeeze them as hard as you can… hold… hold… then drop them!
- Feel the difference between tight and loose.
- You can do the same with your shoulders (shrug up like a turtle, then drop), or your feet (curl your toes, then let them go).

## *2. The Rag Doll and Robot Exercise*

- Imagine you're a stiff robot. Make your body tight and hard like metal.
- Now, slowly let your body go soft, floppy, and heavy, like a rag doll or a soft toy.
- Feel your weight pressing into the surface below as if your body will sink through the floor or the chair or the bed
- Notice how much lighter and calmer your body feels!

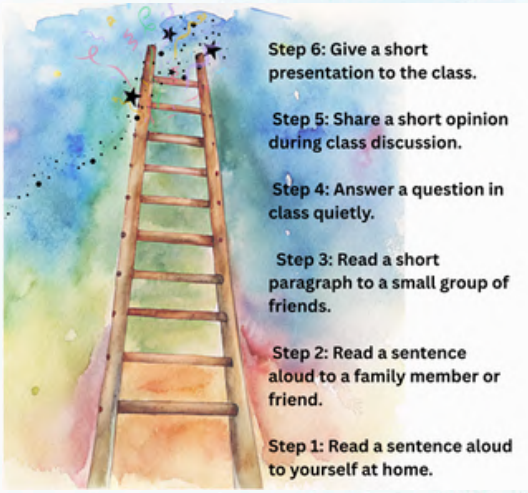


## D. What to do for specific/situational anxiety?

### *Facing fears slowly.*

A gentle way to face your fears would be to expose yourself to them in a step wise manner. This is a safe way to confront your triggers so that over time they lose their power to make you feel scared.

It's like touching cold water. The first time it feels freezing and you immediately withdraw, but if you put your hand in little by little, it starts to feel ok.




**Step 1:** Identify the fear, eg, "I get really anxious when I have to speak in front of the class."

**Step 2:** Break the fear into small, manageable steps.Rank steps from least scary to most scary.

**Step 3:** Practice gradually
Start with Step 1. When it feels comfortable, move to Step 2.
Use calming strategies before and after each step (slow breathing, positive self-talk)

**Step 4:** Reward progress
Celebrate every step completed. Progress is more important than perfection!

**Tips:**
- Keep steps small and achievable.
- Repeat each step until you feel confident, not just once.
- Keep a visual ladder on paper—colour in steps as you complete them.

## E) Problem solving - a plan for a pressing problem at hand

Problem solving means breaking a problem into smaller steps, thinking of different ways to handle it, and choosing the one that works the best.

Here's a step by step guide to do this:

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## Step 1 : Name the problem

Be specific

Say the problem in one short sentence :

"I am behind on my science project"

## Step 2: List your solutions

Write every idea without judging it. Include what's helped you before or what a trusted person might suggest.

Think of all the ways to catch up, without judging them yet:

- Work longer hours each day.
- Ask a teacher for extension.
- Ask an adult for help

## Step 3: Evaluate each solution

- List pros and cons to each solution.

## Step 4: Pick a solution

Choose the safest and easiest option to try first and most likely to help. If two look equal, just pick one to start.

## Step 5: Make an actionable plan

Break the plan into small actions and make a timetable to complete each action.

Example: Today : find topic and outline three headings. Tomorrow: write first paragraph.

## Step 6: Try and check

Do the first step, then check: Did it help?

What's next? If not, switch to another idea, combine two, or ask someone for advice.

## F) Monitor & Track Progress

Keep a worry diary or anxiety log as shown in image. Over weeks, you'll see patterns: what triggers anxiety, what strategies help, where you're making progress.

Use this information to keep anxiety at bay.

**Remember:**
Progress beats perfection, one small step is better than staying stuck in worry.

Name: _____ Date and time: _____

my ANXIETY LOG

**Situation that made me anxious :**

**What triggered my anxiety?**

**What was I thinking and feeling during that moment?**

**What did I do to handle my anxiety?**

**How did I feel after using my coping mechanisms?**

**What can I do differently next time?**

# Tips for Caregivers

Caring for children is both rewarding and challenging. We see you!

We understand the struggles, and we are here to support your journey!

Here are a few ways you can engage with your child and support the development of healthy emotional regulation:

- **Listen patiently.** Allow them to share their worries without rushing to fix or dismiss them.
- **Acknowledge their feelings.** Simple phrases like "That sounds really hard" or "I understand you're feeling nervous" can be very comforting.
- **Stay calm yourself.** Children learn by examples more than words. They model how to cope by observing how adults handle stress. Recognising your own anxiety and managing it in healthy ways shows them that emotions can be managed effectively.
- **Maintain routines.** Regular routines, meal time, sleep, and play keeps uncertainty at bay and allows the brain to feel more in control.
- **Emotion coaching**. Name the emotion and coach through it. Help children label their feelings (e.g., "You seem angry") and guide them toward small next steps, like a calm-down plan or a manageable problem to act on. This builds emotional literacy and problem-solving skills.
- **Boundaries are important,** but enforce them with compassion: acknowledge the child's feeling and then state the rule calmly. This keeps safety and teaches self-control.
- **Normalize feelings, Avoid Shame.** Reassure children that anxiety, anger, or frustration is normal and everyone needs help sometimes. Encourage open, everyday conversations about feelings and mental well-being, just as you would about physical health.
- **Explore this manual together.** Encourage your child to apply what they learn and discuss it with you as a part of everyday conversation.

*These tips are intended to support your child's emotional well-being. They are general in nature and should not replace professional advice tailored to your child's individual needs.

*Please consider seeking support from a qualified professional when needed (see next section). Early help is consistently recommended by experts.

## *A Small Pause, a Big Change*

After losing a football match, a 15-year-old boy stormed home, slamming doors, yelling at his mother and snapping at small things. His mother felt her anger rise and an immediate urge to scold overtook. However, she managed to pause, noticed her own frustration, and realised her son needed support in the moment , not criticism. Calmly, she said, "I see you're upset, and I am too. Shall we take a moment now, and talk later when we're both feeling calmer?"

The boy didn't say anything but stomped away to his room. The mother heard him plop onto the bed and after 10-20 minutes passed, he got up, freshened and came out of his room. He went up to his mother and quietly hugged her. They both sat down and shared about their day.

By pausing and responding with empathy, the mother prevented escalation, allowed her child to regulate his emotions, and encouraged bonding. The child felt supported and safe, learning that it's okay to take a break when angry and that he can always return to his mother. The mother emerged as a calm, emotionally intelligent leader, felt fulfilled, and avoided the guilt that often comes from reacting in anger.

## When to Seek More Help

You would not rely solely on self-help if:

- Symptoms do not go away, despite using self-help techniques or symptoms are just too difficult to manage on your own
- Symptoms are not letting you carry on with your daily activities like school, play, eating, sleeping etc
- Physical symptoms like tiredness, headaches, heart racing etc. need a medical evaluation first before attributing them to anxiety.
- You are experiencing thoughts about not wanting to be alive or harming yourself

## Where to seek help?

If you experience any of the above, tell a trusted adult or seek professional mental health help.

The government has established facilities that provide both psychiatric and psychological care.

Here are a few places to find reliable support:

- Your nearest District Hospital
- Specialized mental health services for children and adolescents (upto 18 years of age) are available at the Centre for Child Guidance and Well-being (CGWC) at SMHS Hospital, Srinagar.
- Institute of Mental Health and Neurosciences (IMHANS), Kashmir, near Badamwari, Rainawari Srinagar
- Advanced Centre for Mental Health, JVC Hospital, Bemina, Srinagar
- Call 14416, free, 24x7, government mental health helpline

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If you cannot find a Trusted person to confide in, you can call a mental health helpline. In India if is called **TELE MANAS** and the number is **14416**. This is a free mental health helpline which will connect you to a counsellor, a psychologist or psychiatrist at any time in the day or night.

**TELE MANAS – 14416**
**FREE,**
**Confidential**
**Available 24x7**

## Safety net: What to Do if You Are Having Self-Harming Thoughts

- **Tell a trusted adult immediately:** Talk to a parent, teacher, school counsellor, or relative you trust. Keeping it secret can make the feelings stronger.
- **Stay safe in the moment:** If you feel like hurting yourself, move to a safe place and remove anything you could use to harm yourself.
- **Use calming tools:** Try breathing exercises, grounding, or calling a friend to distract yourself until the intense feeling passes.
- **Call for help:** If you can't reach someone close to you, call 14416.
- **Make a support list:** Write down names and numbers of people you can call when you're feeling unsafe—family, friends, teachers, helplines. Keep it somewhere easy to find.
- **Remember you are not alone:** Many people have these thoughts at some point. Talking and asking for help is the strongest step you can take.

### My Safety Net Plan

This is your personal safety net plan. Use it whenever you feel very upset or have thoughts of hurting yourself. It is a reminder that you are not alone and there are steps and people who can help you stay safe.

| **1. Trusted Adults I Can Talk To:** | _____ |
|---|---|
| 2. Friends or Family I Can Call: | _____ |
| 3. Safe Places I Can Go: | _____ |
| 4. Helplines I Can Use: | India TELE-MANAS: 14416 (24/7, Free, Confidential) |
| 5. Calming Activities That Help Me: | _____ |
| 6. One Reason to Stay Safe: | _____ |

**Remember:** You are not alone. Keep this sheet in a place where you can see it. When you are struggling, reach out to the people or numbers on your safety net plan.

## Key messages

- Anxiety is not your fault, it's a reaction many people have.
- Small steps matter. You don't have to "fix" everything at once.
- Be gentle with yourself, improvement often comes gradually.
- Use the strategies as tools, not rigid rules. If one doesn't help in a moment, try another.
- Seeking help is a sign of strength, not weakness.

## Case Vignettes

### 1. The Classroom Silence

A 15-year-old boy from Srinagar, was a bright student who loved learning, but speaking in class terrified him. His heart pounded, his mouth went dry, and his mind went blank whenever the teacher asked him to read or answer a question.

To avoid embarrassment, he kept quiet, even when he knew the answers. Teachers grew frustrated, parents called him **lazy** and friends teased him for being **"too shy."**

One day, a concerned class teacher noticed his distress and referred him to the school counsellor. The counsellor helped him understand that his fear was a form of anxiety, not laziness. Together, they worked on calming skills and small steps (fear ladder) first practicing at home, then speaking in front of one friend, then slowly in class.

With support, he realized he could speak even while feeling nervous, and that confidence grew bit by bit.

### 2. The Mystery Stomach Aches

A 16-year-old hardworking girl, began to suffer from severe stomach pains every time exams approached. The pain was so bad that she often curled up in bed and missed classes. Her parents worried deeply and took her to many doctors. She went through tests and treatments, but nothing explained why her stomach hurt so much.

Finally, one gastroenterologist gently explained how anxiety can also affect the stomach and referred her to a psychiatrist. For the first time, the girl and her family understood that her body was reacting to exam stress, not that she was imagining it.

In therapy, she learned breathing and relaxation exercises, and built a comfortable study routine. Over time, her stomachaches became less frequent, and she began to enter exams feeling steadier and more prepared.

## 3. The Fainting Spells

A 17-year-old boy often fainted during heated family arguments. Sometimes he felt dizzy and detached, as if the room was spinning away. His worried parents took him to several faith healers, believing it might be the evil eye or ***"djinn".***

Rituals were performed, but the fainting spells continued. One trusted faith healer, noticing the problem persisted, suggested they also see a psychiatrist.

A consultation with psychiatrist, helped the boy understand that fainting can be body's way of shutting down when stress becomes too much. He received a short course of medication to relieve his initial high distress, and a therapist made him practice grounding skills, like holding a cold object, naming five things in the room, or steady breathing. He also explored safer ways to express his feelings. Gradually, the fainting stopped, and his family came to understand that his symptoms were linked to stress and anxiety.

## 4. The Struggle With Goodbyes

A young girl clung tightly to her mother every morning before school. She cried, complained of stomach pain, and sometimes refused to leave home. Teachers said she was bright but **"too attached,"** and her mother worried how the girl would cope as she grew older.

One day, while going to school, the girl became too upset and cried inconsolably. Her mother all alone at home, could not find any help nearby. Then, she remembered reading about Tele-MANAS on Instagram, and immediately dialled 14416, the free mental health helpline. A counsellor listened kindly and connected them to a psychologist through video session.

The psychologist explained the problem and reassured the mother. The girl learned calming skills and practised short separations from her mother. After a few weeks, they were ready to meet the psychologist in person. With steady support, the girl grew more confident, first staying in school for short periods, then attending full days. By the end of the year, she could enjoy school and play with friends without needing her mother by her side all the time.

## Anxiety Worksheets

These worksheets are designed to help you understand your anxiety, notice your feelings, and learn simple ways to cope. You can fill them in on your own, with a parent, teacher, or counsellor. Remember: anxiety is common, and talking about it helps.

### Worksheet 1: My Calm Plan

Write down or draw things you can do to calm yourself when you start feeling anxious. These can be breathing, talking to someone, playing outside, or listening to music.

| | |
|---|---|
| **Things I can do when I feel anxious:** | |
| **People I can talk to:** | |
| **Places I feel safe:** | |

### Worksheet 2 : Catch it, Check it, Change it

Use this sheet to practice challenging unhelpful thoughts. Write your thought, check the evidence, and then change it to a more balanced thought.

| | |
|---|---|
| **Catch it:** *What worry popped into my head?* | |
| **Check it:** *What's the evidence for and against this worry?* | |
| **Change it:** *What's a kinder, more balanced thought?* | |

### Worksheet 3: My Worry Ladder

List the situations that make you anxious, from easiest (bottom step) to hardest (top step). Start practicing with the easier ones first.

| | |
|---|---|
| **Step 5 (Hardest):** | |
| **Step 4:** | |
| **Step 3:** | |
| **Step 2:** | |
| **Step 1 (Easiest):** | |

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- Images and illustrations were created by the artist using a combination of AI-assisted design tools. While AI tools were used to support generation, all creative direction, text, and conceptual design belong to the artist .

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