

Education 904

Action Research Project:

**Overcoming Anxiety with the Cognitive Tools of Imaginative Education and the Big 6 of
Historical Thinking in an Alternative, Social Studies Classroom**

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83101-8270

April 16, 2017

Submitted to:

Instructor – Michael Derby

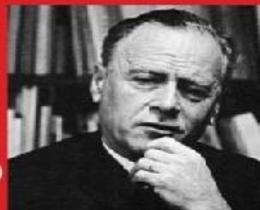
Table of Contents

<i>1. Introduction – page 3</i>	<i>Ministry of Education (SD #36 in brackets) designation codes</i>
<i>2. Methodology – page 7</i>	<i>Appendix #2 - Excerpt from 60 Minutes- page 46</i>
<i>3. Results – page 9</i>	<i>Appendix #3 - Canadian Mental Health Association Brochure -page 53</i>
<i>A. My Reflections – page 10</i>	<i>Appendix #4 - Five Ways to deal with Anxiety- page 54</i>
<i>B. Student Pre-Surveys – page 19</i>	<i>Appendix #5 – Guardian News Article - page 55</i>
<i>C. Student Reflections – page 21</i>	<i>Appendix #6 – MLK-“I Have a Dream” Speech – page 56</i>
<i>4. Conclusion – page 26</i>	<i>Appendix #7 – Student Pre-Survey –page 58</i>
<i>A. The I.E. & Historical Thinking Dimensions – page 28</i>	<i>Appendix #8 – Student Reflections- page 85</i>
<i>B. Recommendations – page 30</i>	<i>Appendix #9- Student Post-Survey- page 99</i>
<i>5. Literature Review – page 35</i>	<i>Appendix #10-Student Wiki Entry--page 108</i>
<i>6. Acknowledgements – page 44</i>	
	<i>8. References –page: 124</i>
<i>7. Appendices – page 45</i>	
<i>Appendix #1 – page 45</i>	

Abstract: Students are increasingly coming into the learning centre schools diagnosed or self-diagnosing themselves with anxiety disorders. This research report will delve into this situation from the perspective of a smaller, alternative and secondary-level Social Studies classroom. The method of analysis will be a mixture of qualitative and quantitative feedback in the form of surveys, student and teacher reflections and class discussions. The research methodology will be phenomenological, with a smattering of anecdotes along the way. This report will utilize a three-pronged approach. First, the ultimate goal of this research is to better understand how anxiety is a barrier to student school success. Additionally, to see how the cognitive tools of imaginative education could help students to overcome their anxiety-related challenges. Finally, as part of the new initiative in Social Studies education, this research will utilize the big six of historical thinking concepts to give greater structure and focus that may help students to find the historical meaning, which is more relevant, and invite reflection on the importance of looking at history through key frameworks. The reflections will drive the narration of the project and this report will try to do its best to relate the warm and collaborative spirit experienced in the classroom for the entire time of the project. The report will conclude with a few suggestions as to what can be done to minimize the effects of anxiety on student school success, as well as, what could have been done better in the action research project to make it relevant and effective as a way forward for those that experience stress and/or anxiety. Finally, it will reinforce the beneficial quality of action research as a way of informing the pedagogy of the teacher, but as importantly, the value of the human connection between teacher, students and the heroes whose lives they will explore together.

Our Age of Anxiety is, in great part, the result of trying to do today's job with yesterday's tools and yesterday's concepts.

(Marshall McLuhan)



1. Introduction



This has been my twentieth year teaching at Guildford Learning Centre. As the years have passed and the times have changed, I have noticed the nature and disposition of the students have also changed. Specifically, in the last few years I have seen an increase in the number of students enrolling in our school who are diagnosed with, or self-describe as having, anxiety.

Most relevant as a classroom teacher in an alternate school, among the most often cited reasons for inconsistent attendance, coursework completion and achievement scores, has been anxiety. According to Greenburg et al (2001), the recent years have witnessed a growing portion of school aged children experiencing a myriad of social, emotional, and behavioral problems that interfere with their interpersonal relationships, school success, and their potential to become competent adults and productive citizens. There are quite concerning statistics associated with children that suffer from anxiety (Cassady, 2010).

- Every second a public school student is suspended.*
 - Every 11 seconds a high school student drops out.*
 - Every 20 seconds a public school student is corporally punished.*
 - Every 4 minutes a child is arrested for a drug offense.
 - Every 7 minutes a child is arrested for a violent crime.
 - Every 5 hours a child or teen commits suicide.
 - Every 6 hours a child is killed by abuse or neglect.
- *-Based on calculations per school day (180 days of seven hours each).*

Source: Children's Defense Fund, 2008

The students I worked with ranged in age from 15 to 18 years old. The grades covered are from ten to twelve. These students are designated mostly as category 333 or code H (Moderate Behaviour/Mental Illness) to 328 or Code R (Moderate Mental Illness and Behavioural Issues) (see Appendix #1). These students have experienced limited success in the mainstream high schools and have found themselves, either through self-referral, or more frequently through school referral, in our program. We are a district-based program in the Surrey School District.

As one of five learning centres in the district, Guildford serves the northern part of the city. Its objectives are:

-To provide a small interpersonal learning environment where, through individual, self-directed instruction, we help students reach their learning goals in the core subjects of the educational curriculum.

-In recognition that the learning needs of our students are diverse, we strive to encourage students to believe in their ability to be successful in reaching their goals; whether they are to return to the regular school system, attain an adult graduation, or acquire specific skills towards post-secondary education or personal needs.

-To provide learning in the context of the world around us, which includes not only academic knowledge, but to teach students they have a responsibility to themselves and others to work toward self-betterment. We will help our students become self-aware, to develop their conscience and to become responsible, independent and contributing participants in the community.

(SD #36 - 2016)

In regards to the cognitive tools of Imaginative Education, I arranged the action plan around the theme of people who made a difference in adverse situations, i.e.: a hero. This focus is an extension on the Black History Month Unit, which occurred in February, when we learned the story of Viola Desmond, an African-Canadian from Nova Scotia who refused to get up from a seat because it was in a “Whites Only” section of a movie theatre.

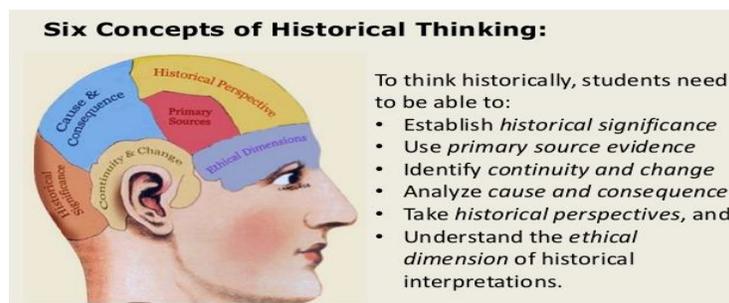
Why did I choose this topic as the historical “soundtrack” of my project you may have asked? I am very influenced by the ideal that my students are budding active citizens that have

the potential to positively contribute to the greater society. Not too many scholars can express this perspective as well as Maxine Greene. In fact, she takes it even further by combining the belief in activism with the power of imagination.

One of the reasons I have come to concentrate on imagination as a means through which we can assemble a coherent world is what, above all, makes empathy possible...that is because, of all our cognitive capacities, imagination is the one that permits us to give credence to alternative realities (Greene, 1995, p. 3).

And this is the second of the three rings of my “circus” (the first being the main focus of anxiety). I used the phrase “three ring circus” analogy to describe to my students the focus of my action research. Greene wonderfully introduces the possibilities of Imaginative Education and its cognitive tools, such as a sense of agency, which further supports the view that learning history is not characterized by inaction (Egan, 2005).

This then leads to my third ring, that of the Big Six of Historical Thinking. To connect most relevantly to the other two rings, I cite the thinking concept of taking on historical perspectives of the people and movements that were behind the social forces of change in our past (Morton. & Seixas, (2012).



2. Methodology



When it was first mentioned that we were to do an “action research project,” I thought of myself as a lab-coated scientist counting the number of times a mouse was pushing a button to receive a delectable reward! As we unraveled the concept I began to understand it as a feel-good assessment of what old habits need to be put to sleep and what new pedagogical approach should be embarked upon. I am now exploring those places where Kierkegaard, Husserl, Sartre and Greene have left their stamps of influence (or is it existence?!). What I mean is, I am beginning to see the benefits of hermeneutics and phenomenology, and how the two can work together, and I want to know more. (Jardine, 2006). I also see the value of existentialism as a co-operating principle in this venture (Feldman, 2002). I was even curious about educational poetics (Gitlin, & Peck, 2005)! However, I am in the beginnings stages and in many ways I have questioned and doubted what I am doing every step of the way, as Peter Strauss experienced (1995).

In a sense, the Social Studies classroom is our world (of course the greater world is also a part of it!) and this is where our lived-experiences are particularly playing out. However, I still am way out on the periphery when it comes to understanding them completely. I am still a student of pedagogy (and of life!), and oh how this “journey” to understand the above methodologies has really underscored that relationship! Essentially, what I do like about the

methodologies that I have mentioned is the presence of myself, both as a teacher and member of the classroom, and those of my students, and each of their unique presences. Our interactions are subjective, our choices can be spontaneous or planned, but all are random and influenced at particular moments of time.

I am using a mixed-method approach. I will be utilizing surveys, student reflections, personal observations and informal discussions with my students in order to come up with the data for my action research project. When I first began this project I thought I would use purely qualitative methods, but as the reality set in I realized that a quantitative aspect needed to be added to the process. There is some information that can be added to the overall picture which can be gleaned by easy-to-answer questionnaires. I do wonder if I am “selling out”! In spite of these concerns, I came up with a mixed survey form that had nine open-ended questions and four multiple choice ones. I called it my Student Pre-Survey (see Appendix #).

3. Results

**Just the facts, mam.
Just the facts.**



Regarding the student surveys and reflections, a point is in order here: all students' names are pseudonyms, and we had fun creating them! The rule was students were to change their first name to any other name (didn't matter which gender) as long as it started with the same letter, and the last name had to have the same first initial but be either a fruit or vegetable. I think most of them figured it out!

A. My Personal Action Research Reflections (and Observations)

(samples can be found in Appendix #6):



The student reflections put another perspective onto the project. Theirs were fresh, raw and from the heart. On the other hand, mine were hesitant, awkward and clunky. However, I will try here to create some “flow”.

Entry #1 – February 18, 2017

Well, here we begin this process. Friday’s I.E. class was just a few hours ago and my head is swimming with ideas and darkness all at the same time! Too many ideas swirling around and not enough time to tame them and sort them and then package them in time to be of use in the action research! What to do?...What to do?!!!

Entry #2 – February 21, 2017

Morning Session (My note: we have two sessions every day, a morning and afternoon.):

Today was the pre-survey day for half my students, it went very well. I opened by explaining again my Action Research Project and then we talked. No real feedback for the students. In actuality, I guess, it didn’t so well! I needed some reaction! Even negative feedback is better than none at all!

Afternoon Session:

I went through the pre survey with the students and I explained the difference between anxiety and stress. Some students added their explanations. Some interesting discussion followed. Crafty Fig said that to be human is to be stressed. Students filled out the surveys quietly (well, with the

exception of Crafty) and do not appear affected by the lines of questioning. I felt a bit stressed by the students' reaction to the pre-survey!

Entry #3 – Tuesday, February 22, 2017

Spent most of the day getting those who missed yesterday's class to complete the pre-survey. (My note: There is a high absence rate at our school. Among the reasons why they could be referred to us, school absences is one the most common. We are here for a few reasons!) In the afternoon, I spoke to Aaron after she completed the survey and she said the questions are very relatable and hit the main points of what she was experiencing. A sigh of relief comes over me!

Entry #4 – Wednesday, February 23, 2017

Morning class: I did a lesson on selecting a hero wiki entry. As the time began moving fast I noticed a lot of nervousness among the students, a few surprisingly were focused.



Figure 1: Students Working On Wiki Entries. Note the Hero Brainstorms on the Glass.

Afternoon session: Students are either discussing their wiki hero, getting down to work, or appearing to be stuck.

After the halfway point of the first section (15 minutes) the students seemed to have gotten down to their work. A couple students looked lost and are staring or side glancing at what others are doing.

Now in the second part of the lesson the students are coming up with 5 comprehension questions about their hero. Some of them are looking at me for ideas. A couple students are talking about the issues in order to craft their questions. Well the afternoon students were working on their Wiki entries, I started reading some of the morning student reflections. After reading Emily's reflection I was thinking about the "flow" article we've read in the program (Csikszentmihalyi, 1996). What I mean by that is by the time the students got a better idea of what is expected they have finally reached that flow in their attempt to reach an understanding of their activity.

Entry #5 – Thursday, February 24, 2017

Looking back on yesterday's afternoon lesson Allie mentioned to me that as I was instructing the class, Eddie was in the back corner of class taking imaginary three points at a waste paper basket in the opposite corner of the room. From his reaction it looked like nothing but net! Imagine that, while a master teacher was leading a class on an amazing and inspiring journey in social studies, a basketball star was sinking the winning basket at the NBA championships! What a juxtaposition! Now how can we move that individual's world and the passion he so obviously

experienced into the same world as the rest of the class? For that matter, how do we validate every student's world within that classroom?

Entry #6 – Monday, February 27, 2017

Morning Session

I only had four students and all were very quiet. We did some catch-up work for the Wiki entries. Marshal asked a few questions about his Wiki layout, Joaquin hardly wrote anything. He is very stuck, I don't know how much of it is anxiety. He has a school file that is very thick!!!

@ 11:59 p.m.

Fears, freezes and the unknown. Where am I going with this process? My existential crisis with the project begins!!! I had just a few students this morning and they were just catching up in their Wiki entries. It's disheartening to see Joaquin with a blank sheet of paper in front of him! This is not new, either at our school or from the mainstream school. I need to make sure he completed the pre-survey. However, the rest are working away. I am buoyed by the cooperative spirit of the students. One of the English teachers, Randi, told me Friday that the students enjoyed the lesson the day before (see my hand-written reflections). One of the students who inspired me to take on this project, Sally, asked me today if we were going to do any more action research lessons. I said quite hesitantly, "yyyeesss?" And she said "Cool!" I feel fortunate to

have such a great group. However, I think this causes me to go slower in the process. I want to do this “right”, whatever that means! I still have a lot of questions though...

Entry #7 – Tuesday, February 28, 2018

Students are listening to the Martin Luther King Speech today. It is one of my key events in the project. I passed out a script of the speech, it is condensed. I introduced it with his reference to Abraham Lincoln and the Emancipation Declaration. Students were very attentive, I used my “old voice” to accentuate the importance of his speech “Five score years ago...” I explained the reference and gave the setting to the occasion. I asked them to underline any words or phrases that are powerful to them. We also talked about the power of Metaphor (hello IE!) and I ask them to note those. I like to emphasize the greatness of the 1960s, other than the fact it is my decade!!! An incredible time of social, civil, economic, cultural, political, religious, environmental change... All happened in the 1960s!!! I play the audio, the students are engaged!!! After the audio is finished, we do a collective “Wow!” We spent a long time focusing on the power of words. I mentioned that this audio was an artifact of the time, i.e.: A primary resource, which is one of the tools of the Big 6 to use in their examination of history [As Egan writes, to bring knowledge to life in students’ minds, we must introduce it to students in the context of the human hopes, fears and passions in which it finds its fullest meaning. The best tool for this is the imagination.”(2005)].

Entry #8 – Wednesday, March 1, 2017

Morning Session

First day of March, I can feel Spring coming soon! Or is it my vacation!!! Focus Mark!!!!

There were only 5 students, and 2 are on the periphery, Columbus and Alabama (My note: Yes those were the names they choose!) were not having great days. Actually, Alabama is a wonderful person. He missed 2 years of school because of a tumour in his brain! It went into remission, but he has recently been experiencing seizures. I hope it isn't serious! He really enjoyed my project and creating his Wiki Hero. I told the story about the three civil rights workers who were killed by the KKK back in the 1960s which was made into the film "Mississippi Burning." Students were engaged, (were they horrified?). It made me want to go into more descriptive detail. I was feeling a certain command for story-telling. It was dark, but I sensed from the students that it wasn't too dark, or that their anxiety was not negatively affected by it. Checking their journal reflections, I can confirm that there really wasn't any negative association with the brutality of the story. That's very interesting, or, more specifically, disturbing in that they aren't reacting in that way. Is it a desensitization, or is the story form not as palpable? In the afternoon session a more mature group listened to the "Mississippi Burning" story-telling. Crafty was the most animated and vocal during the discussion.

(My note: From this point onward I found it too hard to keep separate reflections for each session, I will try but too many other things going on and my need to keep my focus on getting through these lessons before Spring Break are the priorities.)

Entry #9 - March 3, 2017 @ 3:35 p.m.

Was going to have students complete their Wiki and trees which includes making sure they're pivotal moments are done, and their hero's background has been identified. To also make sure

they have identified their sources of information. Anyways, my action research project was postponed today because of the school presentation by Kevin Brooks on behalf of ICBC. Kevin is a paraplegic who 20 years ago was the driver in a car accident that killed his friend and passenger, and left Kevin permanently handicapped. His story is very inspirational, he described how he went through guilt and sadness to find a reason to live. He now speaks to young people over 200 times a year. What I felt was noteworthy here is his use of narrative in his presentation, and the sheer fact this change of context injects students with a fresh focus and a new appreciation for the value of life, that could possibly give greater appreciation for the hero they are learning about.

Entry #10 – Friday, March 3, 2017 @ 3:35 p.m.

Had a couple serendipitous exchanges yesterday and today with Kevin Brooks (@wiggleyourtoes) and my lady (girlfriend), Sue, about anxiety. Specifically, the social anxiety aspect and how social media exacerbates that. Hiding behind their phone rather than learn how to deal with awkward or unravelling situations. What could follow is possibly cyber-bullying and more introversion by the youth. I need to look into this issue a little more. Kevin noted he has seen a gradual sense of disconnection with the students he talks to.

Switching focus, wow, found some wonderful Mandela quotes! Thanks to our resident South African secretary! He is truly a giant of a hero!!! I'm feeling so inspired. I feel fortunate that I am a teacher, I can give "service" to my fellow human everyday! I will have students reflect on the quote next week.

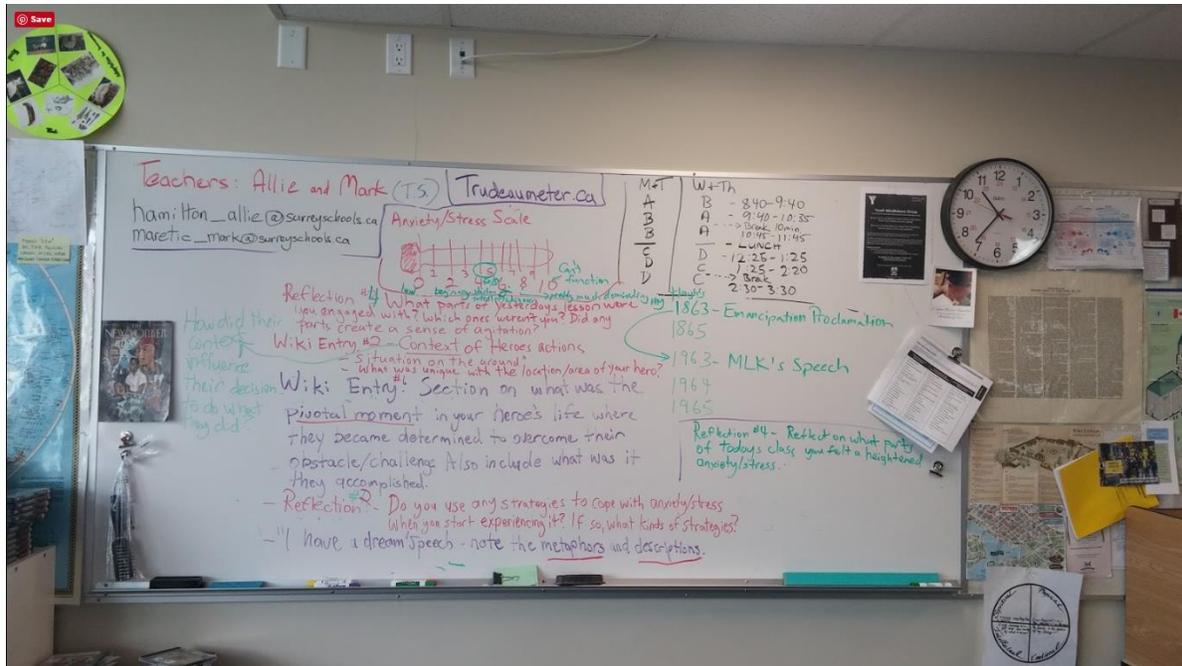


Figure 2: March 6, 2017 - Whiteboard Instructions

Entry #11 – Monday, March 6, 2017 @ 10:30 p.m.

Wrote on the board: "It is so easy to break down and destroy. The heroes are those who make peace and build." By Nelson Mandela (Mandela, 2012)

I described the legacy of South Africa's Apartheid and the Mandela's Truth & Reconciliation Commission. Then I had students reflect on the quote. I wanted to highlight the heroic story of Mandela. As well, this is a good jumping off point to talk about Canada's Residential School legacy and the parallel of our version of the Truth & Reconciliation Commission. We are moving forward and finding closure to a dark chapter in our history and it wouldn't have been possible without Mandela's vision of this type of a commission. There are not too many people that can transform the violence and hatred of an entire country to one of peace and equality. Some wonderful reflections on the quote (see Appendix #8, Reflection #5)!

Entry #12 – Tuesday, March 7, 2017 @ 10:30 p.m.

Today was a cool day, I told the students the story of a certain person who lived in the United States of America between the years of 1809 and 1864 and rose to an important position and passed into law this important proclamation and...why am I teasing myself in my reflection? Yes, it's Abraham Lincoln! The story centred on his own debilitating anxiety and how he would suffer from insomnia. He would sit at his desk all night and read. But because there wasn't any electricity back then he had to read by candlelight. We then talked about the symbolic quality of the candlelight. How the light represented knowledge and the darkness was the challenges around him. After that I asked the students to consider a metaphor that would work for their hero. The story worked well for most students and they cheerfully returned to their Wiki assignments having a new challenge to add to their work.

Entry #13 – Wednesday, March 8, 2017 @ 10:30 p.m.

Well, today was the penultimate day of my AR project. It felt like today was the best day of the project (it could have been because I was quite done!). The lesson plan was tight, students were focused, and we covered a lot of ground. Most of all, we finished the topics and connected them.

Entry #14 – Thursday, March 9, 2017

Last day of classes before Spring Break!!! It feels like I am on the last mile of a marathon, but in a good way! What is left to do is for the students to complete their wiki pages of their heroes,

hand out a few resources on anxiety, and take an online test on anxiety. We end with the students completing the post-surveys. I ceremonially take down the poster paper of brainstormed heroes from our “Wall of Heroes” at the beginning of our unit and replace it with the finished products of Wiki entries (My note: I thought I took a picture of our new “Wall of Heroes: but can’t find it!). We started this unit two weeks ago, it feels like a very long two weeks! But it also felt like one of the most worthwhile two weeks of teaching I had! Thoroughly engaging and inspiring! I will miss it as I transition back to my regular way of teaching, or will I?!? The election is coming up at the beginning of May, I don’t think I can just switch off and go into “auto-pilot” mode! We’ll see how I feel when I get back from Spring Break!

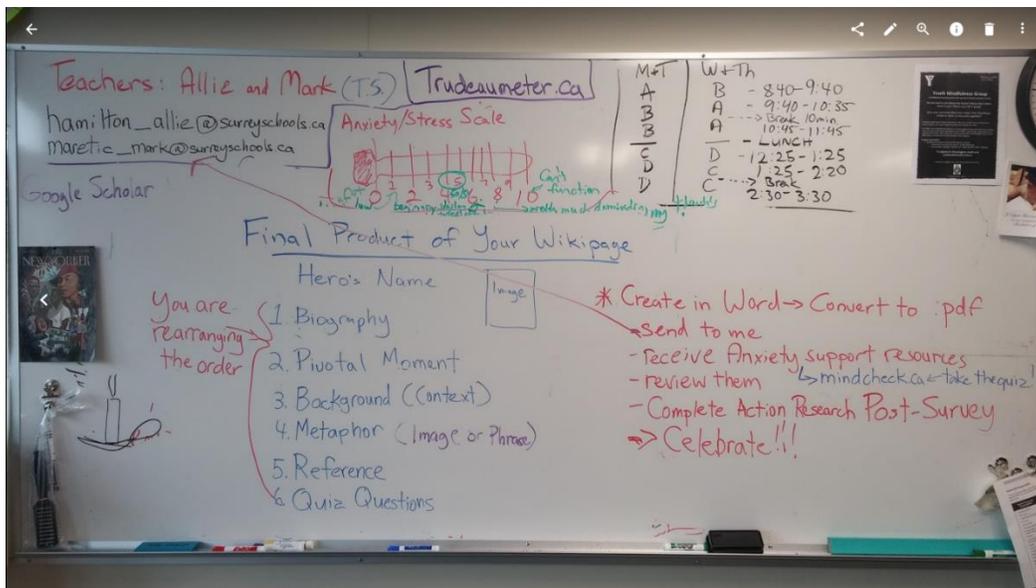


Figure 3: March 9, 2017 - Final Whiteboard Instructions

B. The Student Pre-Survey (samples can be found in Appendix #7):

After a brief discussion of the rationale behind my project, I handed out the pre-survey. I was quite proud of the final product. I had spent a lot of time crafting the questions, and then

had my Critical Friends give me some initial feedback, and finally my school allies passed along some final pointers.

Reviewing the responses to the first three questions, the students gave similar responses. For Question 3: some mentioned depression, quick changes in emotion, violent shaking or headaches/migraines, which all go a little beyond the normal symptoms. Other issues are present in those cases.

Question 5 responses were very interesting. I asked them how old they were when they first experienced anxiety (see below for my data chart). From their responses, I could see three approximate time periods that the students first experienced them. The first age was 4/5 and it was around the time that they first started school. Second stage was around the grade six to seven period. Many students who identified this grade area remarked that it was due to increasing homework being assigned. The last stage that was identified was at the grade 8 level. What all three ages have in common are their connection to anxiety is school-related. The latter two stages are probably influenced more by the increasing level of work assigned and expectations for the students, as Kevin mentioned.

Question 5. – Distribution of Responses - When Student First Experienced Anxiety

Preschool/Gr.1	Gr.3	Gr.6-7	Gr. 8	Gr. 9-10	Total
9 (35%)	1.5	8 (31%)	5	2.5	26

Questions 6 to 9 were multiple choice questions. I thought these more quantitative queries would be a bit unwieldy to interpret, but I was able to develop a really cool system to “crunch the numbers!” (See below and check out Appendix # for my messy data collection)

Data Calculation of Total Scores from Student Pre-Survey Questions 6-9.

Possible Answer	A	B	C	D	E	Total	Questions Completed
6. How often?	6.5	3.5	4.5	5	8.5 (30%)	28	28
7. When?	1.85	4.26	3.77	2.27	15.85 (57%)	28	28
8. Where?	5.48	4.2	8.3 (31%)	6.02	3	27	27
9. What?	7.32	3.65	10.05 (37%)	2.66	3.3	27	27

Looking at the above chart, what can be inferred is that the majority of students' anxiety/stress manifests itself most often around school. Now question 9 seems a bit iffy. I could have framed it better. If students choose "e." then it could be interpreted 2 different ways. Either they do not experience any triggers at school or the trigger is something else. The question is what? I will keep that in mind as I continue interpreting the data.

I chunked the last four questions together (10 to 13), as they are similar in theme. The students mostly identify a dislike for tasks that require grouping and reporting within and without. As well, large assignments with a due date assigned. Hmm, I am setting myself up for some potential resistance in the project, as I have included some of those unpopular activities!

I did add a fourteenth question afterwards, however only a few responded to it. It went like this *"Do you have any strategies for coping with anxiety/stress? If so, what are they?"*

Fortunately, I did reflect the spirit of that question into Post-Survey Questions 2 and 3 as well as Reflection #2.

C. The Student Reflections (samples can be found in Appendix #8):

The reflections seemed to have yielded some wonderful nuggets. It appeared that the responses were much more from the heart, and, of course, focused on their level of anxiety during the course of events during class.

There were seven reflections during the project and they focused on the students' state of agitation while the project moved forward. The main issue the students considered was to: "Reflect on what parts of today's lesson you felt a heightened state of anxiety or stress."

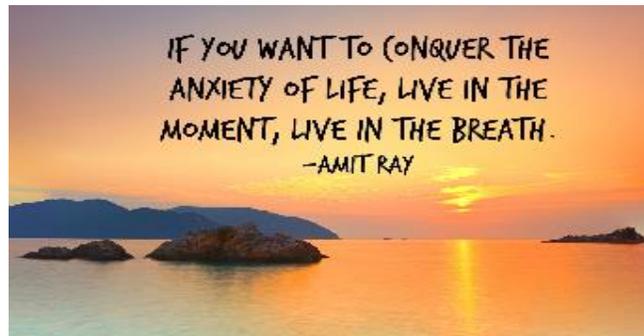
Here are a brief overview of some noteworthy responses:

Reflection #1: *"Reflect on your feelings and emotions as you went through the above (Wiki Entry #1) exercise. Did you experience any anxiety or stress in doing the work? Did Mark's instructions cause you anxiety or stress?"*

Quite a few of the students remarked that they enjoyed and even were excited about the first activity, which was the start of their "Wiki Page" of their hero, until they were given a time warning that they had to wrap up the work for the day (so they can write the reflection ironically!). A few said my wrap up was a little too quick, and they started to scramble. Note to self: I need to better time-manage!

Reflection #2: *"What are some of the strategies you use to deal with your anxiety or stress?"*

Some students mentioned general mindfulness strategies, i.e.: living in the moment. Many talked about relaxation techniques such as breathing exercises, counting to ten, etc. I feel badly for Alabama as his health situation has exacerbated his anxiety. Amazingly he doesn't show it in class. The consensus strategy here is BREATHE! And maybe a spot of tea!



Reflection #3: *“Reflect on Martin Luther King’s speech. How did it make you feel? Any words he used that were particularly powerful? Is he a true hero?”*

Students used words like “Powerful!” I like what Alabama said: “You can hear the pain in his voice.” Some students felt angry and, therefore, stressed. Sally liked the fact I told it in story form. It was refreshing for her to hear it from the mouth of a teacher instead of bullet point on a board or a YouTube video!

Reflection #4: *“What parts of yesterday’s lesson were you engaged with? Which ones weren’t you? Did any parts cause you agitation?”*

Sara B. felt “frustrated” that we were still dealing with racism today! Many students commented on the initial worry about the amount of work, but after the Speech they were inspired to get onto their hero.

Reflection #5: *“It is so easy to break down and destroy. The heroes are those who make peace and build.”* By Nelson Mandela

Some really thoughtful responses to Mandela’s quote! A few students acknowledge it takes a stronger person to keep their hands down and find common ground with their rivals or enemies. In my martial arts teachings there is a saying: “when you go forth in anger keep your hands down, and when you lift your hands in anger do not go forth.” Or something similar to that...

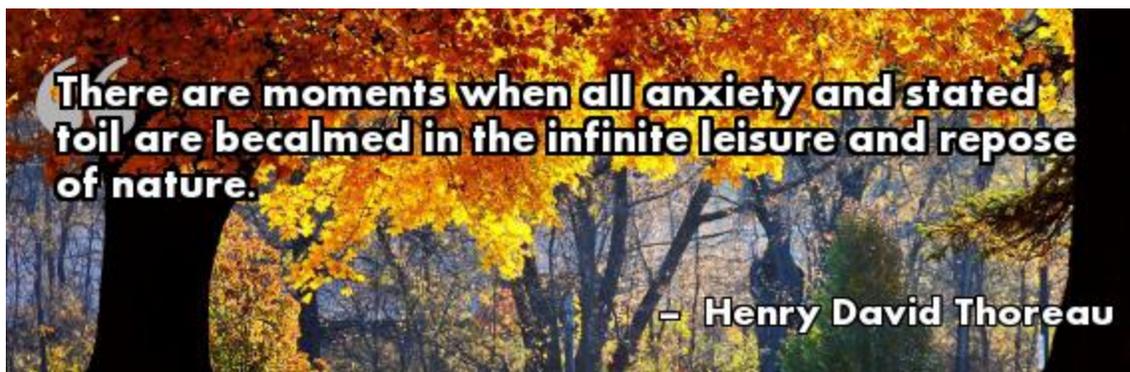
Reflections #s 6 & 7: *“Reflect on which parts of today’s lesson you felt a heightened anxiety/stress”*

Students were feeling some anxiety because they have to put all the parts of their Wiki entries together (see Figure 3: March 9, 2017, Whiteboard Instructions). Students are wondering why they are doing this activity in the first place. Some felt they didn’t quite understand.

D. Student Post-Survey (samples can be found in Appendix #9)::

It is interesting to note that compared to the 28 Pre-Survey forms collected, only 12 Post-Survey forms were completed. Talk about a battle of attrition! As I mentioned with the Pre-Survey responses, many students said they were familiar with anxiety (Question 1), its causes and the strategies they used to cope with it. In fact, a few mentioned the specific conditions (in abbreviated form – i.e.: Minnie’s survey! - See Appendix #). However, in scrutinizing the numbers I can say that fifty percent of the respondents learned something new after the action research project. There was a wide variation of what they learned, positive self-talk and taking a

walk being a couple mentioned. For the next question, if a friend is experiencing anxiety, the two most common responses mentioned was to find someone that they feel comfortable to talk with, and second breathing exercises. Therefore, for many it was not an unknown quality. However, these experienced students, and even students not as familiar with the condition, did appreciate a review of anxiety and stress. The brochure, top 5 information sheet and online quiz resources (see Appendices #3 & 4) I gave students before the Post-Survey were probably top of mind as they were completing their surveys. Question 3 may seem redundant but I thought some might include strategies that they may not feel comfortable to do.



The most common response to Question 4 (In this action research project, what experiences triggered anxiety/stress?) was “too much work!” Yes, the students covered a lot of ground in a shorter period of time then they are used to. Interestingly, the Question 5 (In this action research project, what experiences did you enjoy the most?) response mentioned the most was more opportunities to learn about anxiety, with a Martin Luther King a close second. Finally the most popular response to Question 6 (If you could suggest to the Social Studies teacher how to make the course more anxiety/stress-free, what would that be?) was no suggestions! Keep in mind the survey size is only twelve! Is that enough to give a good sample size for the purposes of scientific investigation? Probably not!

4. Conclusion (identifies the practical implications of the study):



Is it possible the results point to a generational change in attitude? Are students more comfortable today to admit to suffering from anxiety compared to older generations? Can it be that the taboo about revealing a weakness kept those generations quiet about their malady? Is this generation better off to admit their condition and thereby move towards therapy or strategies that help in neutralizing them as a factor in thwarting their lives?

The student responses in their reflections gave me pause to wonder whether their “time crunch” sense was a clue to why their journey led them to us. I need to make clear that one of the aspects of our program that works well for students, who lacked consistent success in the regular system, is that we eliminate (I should say minimize) that as a factor for them. So for them to experience it in our school could have conjured up old fears, and may even have been interpreted as a betrayal of what we have been doing all along!

Another concern was when we were coming to the end of the project and students were needing to wrap up their entries a few wondered if they were given time and clear instructions to ensure they would get it done in time. I am duly noting this. Since this is not my usual way of teaching, direct instruction, I can admit that my delivery might not be as polished as it could, with lots of practice. However, normally I would just carry forward the assignment into the next

day, or even next week if need be. For this project, I definitely did not have that luxury. A late start, due to snow closures and questions about the parental consent forms, followed by consecutive nasty bouts of the flu meant I had two weeks to do my action research plan! That was because Spring Break would start fourteen days later! Ironically, my schedule caused me a lot of anxiety! So in hindsight, my students did equally well (yes, I am giving myself a pat on the back!) under those adverse circumstances!

With regard to the data methods, I wondered about some of the ways I framed the questions about anxiety. Specifically, with the Pre-Survey, I wondered about multiple choice question 9. I might have made it clearer in option “c” (External Pressure) to add something like class/homework to it. I should have added to the survey why they believe they have anxiety. Finally, I should have added the question about strategies they use to deal with anxiety earlier, although I did add to Reflection #2 and Post-Survey #2 and #3. With respect to the Post-Survey, I feel that I was a little too quick to give the students resources on strategies to deal with anxiety. It might have been better to let them soak up the experience of the project first, that way they have the time to reinforce or shape their experiences internally. Maybe let them try the online anxiety quiz and then have them fill out the Post-Survey. It was a very fast and short two week project for everyone involved!

It is also interesting to note that of the 28 students who started the project only 8 have completely finished their Wiki project (see Appendix #10). Should I mention the students who finished the Wiki project were all girls? Is this a phenomena of anxiety, school, or my classroom? Another 4 have a draft of their entries, and a final group of 5 said they will “complete” their entries. This means that, statistically speaking, 32% have finish their projects, 46% have done or are a couple days away from completing their projects, and lastly, 64% could

potentially complete it within 2 months if someone follows-up vigilantly (i.e.: me!). How do those numbers compare with the mainstream schools? Would it be a good idea to ask all 28 students why they completed or did not complete the Wiki project?

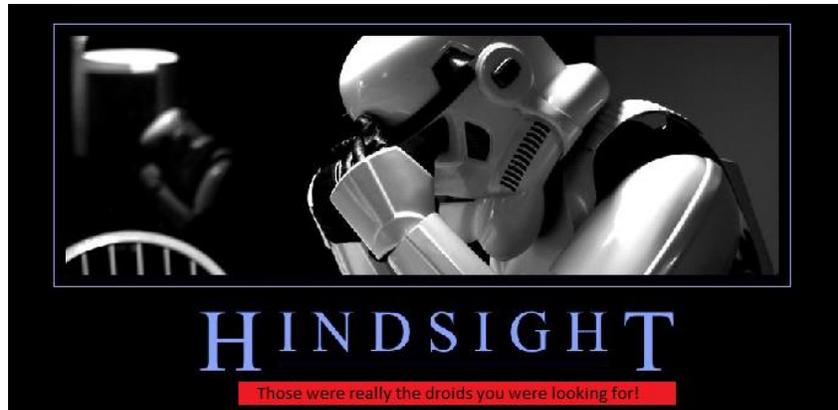
A. The I.E. & Historical Thinking Dimensions



What I found as the most powerful end product of this action research experience was how the students became emotionally engaged with the stories. Specifically, the historical narratives which they first experienced listening to Martin Luther King’s speech and then listening to the story about Abraham Lincoln and his struggle with anxiety. Did those two historical narratives engage them with their research into their chosen heroes? Although I had tried to make the kinds of understanding based more on philosophical and romantic thinking, the power of the story-telling probably had the greatest hold on their attention. The mental images created from the aforementioned historical narratives were palpable, the talk about Mississippi Burning left an indelible impression upon the students. The metaphors of the burning church in that story, Abraham Lincoln’s candle and Martin Luther King’s powerful words about justice flowing “like a mighty stream” made each lesson memorable (King & King, 1993).

As for romantic understanding, the main topic was inspired by the heroic qualities of King, Abraham and the civil rights workers. Their challenges can be seen as revolt and idealism and the treatment of those who tried to fight oppression can be experienced through the students experiencing the emotions of those heroes. I would hope that their exposure to stories would inspire them to get to know their chosen heroes and invariably get them to experience their values and principles. Just a connection here, the one of the big six historical thinking skills is the ethical dimension. I did not have time to deliberately draw that out during the project, but it would be a very important one to cover with this grade level of social studies. Instead, I worked at their perspective-taking, which also gave them a sense of justice.

As for philosophical understanding, we tried to make sense with the incongruence of “Black Lives Matter” from the perspective of an epochal-defining Civil Rights movement, and the election of a two-term African-American president. It definitely is a puzzling reality! This issue alone will focus on the three key tools of agency, grasping anomalies and search for authority and truth. Need I say more? Did we completely cover those three tools over the course of two weeks? Not at all, but we definitely made the beginning steps towards this. As a matter of fact, I have started an elections unit where we have gone over these three tools in the first days alone. As Crafty Fig stated, “We need to invite the Liberal Candidate to our school because I want to ask them why they call themselves “Liberal” when they actually aren’t!” Ah, politics!!!



B. Recommendations

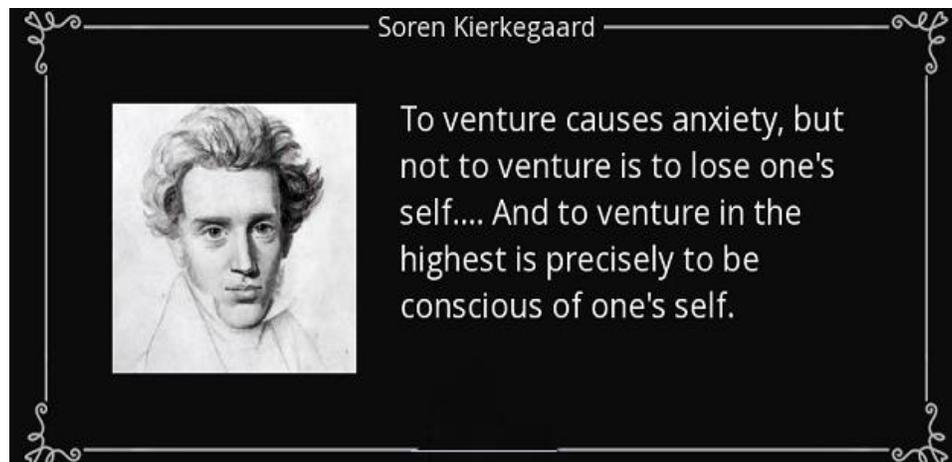
What can I have done better? Well for one, according to the Jim Parsons et al (2013), I could have used more common sense in my approach. What I mean is the most obvious question I could have directly asked the students is how anxiety effects their educational performance?

Based on the pre-survey responses of my students, I would suggest a program in this area at the onset of their schooling experience. In those responses, the largest group of my students (35%) identified their onset of anxiety at a young age. Being away from home can be a very difficult experience, as Ethan Honeydew stated in Question 5 in her struggle with separation anxiety. What might be something to consider at school is a Mindfulness technique training session that starts in the early years and continues on to secondary grades (Schonert-Reichel, 2010).

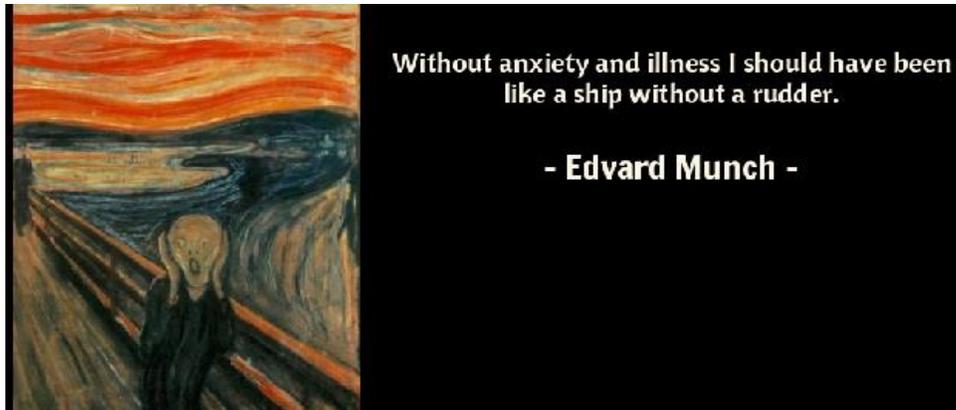
Personally, I would have liked more opportunities to change up the focus (context), maybe go for walks to our nearby park or having a “seminar on breathing techniques.” Maybe a genius hour for anxiety mediation? These are literally change of context situations that may catch those students that initially were put off by my Wiki project activity. I want to be better at time management, and work on these techniques with the students. As well, I can reassure

students there will be time allotted to complete, especially to those who putting in effort.

Finally, as some of the students mentioned in their reflections, I need to be clear on instructions and lesson flow.

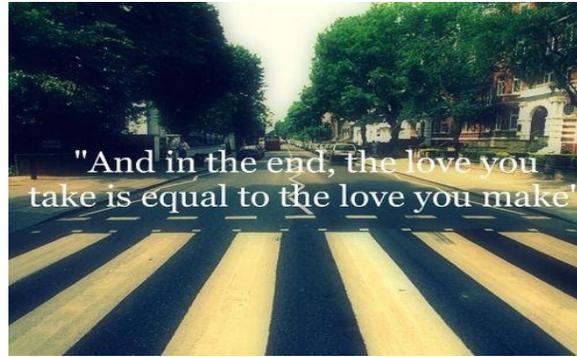


In this project, my focus was on finding ways for my social studies students to enjoy their learning and find success in the process despite their stress and anxiety. During this time, we looked at the what, the how, the when, the where and even the who (Abraham Lincoln and the students) of anxiety. What I haven't included in this study is why students experience anxiety - at least from their perspective? Would knowing that give me a better appreciation for their situation? Would it help me to build a better plan? Are there more focused strategies, based on their particular "disorder," that could be more effective in dealing with it?"



Alternatively, have we been making a bigger deal about anxiety? Some of the student responses commented on that possibility. There is the view that anxiety is so universal that it cannot be considered a specific phenomenon (Deb, S., Chatterjee, P., & Walsh, K., 2010). What cannot be denied is the role social media has taken that dominates the lives of many, and almost entire generations, such as our high school students.

As evidenced by the very timely (for me!) 60 minutes episode, there are more researchers looking into the effect of technology in the lives of our youth (see Appendices #2 & 3). I feel they may be onto something, but what are the chances of getting our young to go “off the grid”? Can they learn to be able to handle life’s demands without having to rely on social media? Don’t get me wrong, in the nearly quarter century that I have been teaching, I have seen benefits from technology. Specifically, how we can use cell phones to open greater access to knowledge. However, most popular technological ideas have a “duality” that may be problematic...and I would say the problems with addiction and, the main focus of this report, anxiety is something suspiciously connected to cell phone over-use and young people. Can we rise up against the system to stop huge corporations like Facebook from destroying our younger generations? Can we try to boycott them? At least being armed with awareness can possibly put Facebook on notice that the dark side of social media addiction may be the next fake news fiasco!



In the end, the best way to help students to overcome their anxiety in the classroom is for me to be comfortable with myself! I need to be me!!! Students are very quick to pick up on things, and the longer I have been around the more I can appreciate how they feed off that impression of their teacher. That impression provides the precedent for the relationship that follows and, in many cases, sets the tone for the possibilities of student success. Don't get me wrong, you cannot whittle teaching down to one or two acts or situations. Pedagogy is a weird and hard word to pronounce because at its heart it is a complex process of ideas, understandings and relationships (my nonsensical humour was intended!). What I meant in the beginning is that at its core teaching is a social process, and that begins in the socio-emotional nature of the environment and the inter-play that occurs there. Another important aspect is the need for teachers to develop and nurture a relationship with their students. Just like every student has their own unique personality, so does the nature and character of each teacher-student relationship has to be personalized (Baker, 1999).



What is key here is for the teacher to be comfortable in their own skin, to nurture positive relationships and to invest in a class environment that is mutually supportive. If that can be done then the socio-emotional state of the individuals could be optimistic and open to take risks in their learning.

One question I have had is whether the eliciting of emotions in a lesson could be too much? The example from my project - Martin Luther King's Speech – might trigger in students anxiousness or bring a sadness for those he talks about. I would like to think a good comparison is the difference between good and bad cholesterol! One creates positive value to the individual personally, while the other develops an unhealthy effect. This is where the magic of Imaginative Education really brings positive benefits, through engagement by story-form and other tools.

As a teacher I would like to imagine my classroom is an "Island of Learning" that can connect with other similar islands. However, focusing on my class alone I envision it a safe place from the possible turmoil of many students' lives, where they can feel free and supportive enough to take "risks" for the benefit of their learning. Imaginative Education can play the role of the "distraction" in that it becomes their tool to unlock the mysteries of knowledge in a safe place. They can put their fears and frustrations aside for that time because they are enjoying something newly-found, made possible by an engaging tool. What I hope could have been

accomplished by the experience during this project is for them to imagine the possibilities as a result of their learning. To begin to discover a sense of agency that will initiate them into active citizenship that will benefit them and their “life world”.

To go to the beginning and McLuhan’s quote, the technology of social media is definitely new, but the ways of dealing with it are not. These include older teaching concepts in the classroom. Through the “newer” cognitive tools of Imaginative Education, I hope to engage students in a social studies classroom that will allow them to forget their “disorders” for a moment and investigate history through those tools. Have I been successful in finding the source of the problem of anxiety in my students? Probably not, but what the exercise has done is to bring it into the light and, hopefully, reassure my students that there are solutions to their challenges and they have agency to overcome it, as well as putting aside time for their situations.

Has this experience transformed my teaching? Not necessarily, but it definitely enriched it! A good phrase that applies here is “baby steps!” I have a new level of consciousness and appreciation for the power of story-telling, and the inspirational quality of the heroic narrative. I started this project wanting to learn more about my teaching, in the end I learned not only about myself as a teacher, but more importantly as a social being trying to reach out to others. The saying that applies here is “Rome wasn’t built in a day!” It would be grossly unrealistic to think my first foray into action research would be flawlessly successful, and this absolutely wasn’t! Such a complex process probably needs a few more attempts to become, at least for me, comfortable with the experience. I proudly call myself a student of action research!

5. Literature Review



The literature review for the report is not so straightforward. I have had difficulty finding relevant resources on the subject of anxiety. Most research studies on anxiety dealt more with issues such as test anxiety, English as a second language learning anxiety, or math anxiety. There have only been a small sample of research reports that looked at anxiety in the social sciences or anxiety for at-risk students.

Of the resources listed I would say Cassady is the most helpful, it is the most definitive source, as it is a multi-volume book. Chapter 8 (Anxiety in Students with Learning Difficulties) is the most relevant for my students. Dickson et al is also helpful, however it takes the issue of anxiety to the next level where they search for solutions to anxiety through types of motivations. The third I found interesting is McCann et al that looks at coping with stress among high school students.

Al-Yagon, M. (2015). Externalizing and internalizing behaviors among adolescents with learning disabilities: Contribution of adolescents' attachment to mothers and negative affect. *Journal of Child and Family Studies*, 24(5), 1343-1357.

This study investigated incidence rates of internalizing and externalizing behaviors in the at-risk population of adolescents with learning disabilities (LD) and explored the shared and differing antecedents possibly underlying both maladaptive behavior types. The study aimed to examine a model of three personal vulnerability and protective factors in adolescents—negative affect, attachment to mothers, and sex—in predicting differences in externalizing and internalizing behaviors among adolescents with LD versus adolescents with typical development. Participants included 369 adolescents in Grades 10–11 (ages 15–17 years) from three demographically similar urban public high schools. Descriptive analyses yielded significant group differences on all three measures. Path analysis examined the contribution of this three-factor model for the adjustment of the LD and non-LD groups. A high fit emerged between the theoretical model and the empirical findings, supporting the study hypotheses concerning the role of all three personal factors in understanding differences in the two groups' internalizing and externalizing maladjustment. The present results also yielded partially different patterns of relations for the two groups, especially regarding adolescents' secure attachment to mothers and adolescents' sex as antecedents of maladaptive behavior. Results also indicated the mediating role of adolescents' negative affect in understanding how adolescents' sex and attachment to mothers were associated with their internalizing and externalizing behaviors. Discussion focused on understanding the differential value of these personal factors for understanding well-adjusted behavioral functioning in adolescents with versus without LD.

Baker, S. (2012). Classroom karaoke: A social and academic transition strategy to enhance the first-year experience of youth studies students. *Youth Studies Australia*, 31(1), 25.

An innovative icebreaker initiative - 'classroom karaoke' - was deployed at the beginning of a first-year undergraduate course in youth studies at an Australian university. The study used karaoke as a social and academic transition strategy to enhance students' first-year experience at university. Students responded positively to this lecture-based social integration tool and reported that it made the learning environment less threatening, reduced anxiety and encouraged student interaction.

Cassady, J. C. (2010). *Anxiety in schools: The causes, consequences, and solutions for academic anxieties* (Vol. 2). Peter Lang.

Anxiety in Schools presents current theory and research addressing both context- and content-specific contributions to anxieties experienced in schools. The concept of academic anxiety is a new construct, formed through the content within this book, and is proposed as a unifying representation for various forms of specialized manifestations of anxiety in school settings. With contributions from leaders in their respective fields of academic anxieties, the book provides detailed and thorough explorations of the varied and specific orientations toward anxieties in school settings. Explicit attention is given to the broader construct of academic anxiety and the contextual influences that can be brought to overcome or mitigate the impact of the many academic anxieties encountered by learners. It is a definitive volume.

Cowden, P. A. (2010). Social anxiety in children with disabilities. *Journal of Instructional Psychology*, 37(4), 301-306.

Humans experience social anxiety to different degrees and in different areas. In school settings, this can be a barrier to learning. The school is a social place and to experience anxiety around peers can be challenging, especially if the student also has a learning disability. Social anxiety problems are often associated with learning disabilities. Unfortunately, students with special needs are frequently lacking necessary social skills needed to adapt to their environment. These qualities in a person may lead to a student developing social anxiety. As a result, students may feel apprehensive in their educational setting which can lead to major problems in their learning. By being aware of social anxiety that can exist in students with learning disabilities, teachers will have a better chance of helping their students overcome their fears and succeed in their educational endeavors.

Dickson, J. M., & Moberly, N. J. (2013). Goal Internalization and Outcome Expectancy in Adolescent Anxiety. *Journal of abnormal child psychology*, 41(3), 389-397.

Anxiety has been conceptualized in terms of increased avoidance motivation and higher expectancies of undesirable outcomes. However, anxiety research has hitherto not examined an

important qualitative aspect of motivation: the degree to which reasons for goal pursuit are experienced as controlling and originating outside the core self. We asked 70 adolescents (34 boys, 36 girls; aged 16-18 years) to list their important approach and avoidance goals, and rate the extent to which they pursued each goal for intrinsic, identified, introjected and external reasons. Participants also rated goal importance, expectancies for goal outcomes, and completed an anxious symptom measure. Broadly in line with predictions, anxiety was significantly associated with introjected reasons for pursuing approach goals and external reasons for pursuing avoidance goals but not with autonomous reasons for goal pursuit. As predicted, anxiety was significantly associated with heightened expectancies of undesirable avoidance goal outcomes, but not with expectancies for desirable approach goal outcomes. Results suggest that the salient role of avoidance-based motivation in anxiety extends to introjected reasons underlying approach goal pursuit. Our findings point to the theoretical and clinical importance of addressing controlled reasons for goal pursuit in adolescent anxiety

Ely, R., Ainley, M., & Pearce, J. (2013). More than enjoyment: Identifying the positive affect component of interest that supports student engagement and achievement. *Middle Grades Research Journal*, 8(1), 13.

In this article we focus on the widely researched motivational construct, interest, with the aim of identifying the character of positive affect associated with students' interests. There is a well-documented association between interest and students' engagement with classroom activities. It is also widely accepted that enjoyment plays a role in the dynamic processes operating when students engage with interesting learning activities. We used an innovative measure (MINE) that invites participants to explore and nominate their interests from a relatively large pool of interests. Young adolescent students (N = 213, mean age 13 years 6 months) explored this interactive space to select interests and then had the opportunity to expand on the selected interests through text comments as well as ratings on affective and experiential scales. On average students chose approximately 5 interests and we describe the distribution of interest content for these choices. As expected there were differences between boys and girls in their patterns of interests. Using the students' ratings of their interests on 7 affect terms we found that across all of the nominated interests there was a consistent pattern; high ratings of happy,

excited, and proud, moderate to high ratings for hopeful, and very low ratings for the negative affect terms, frustrated, anxious, and sad. This pattern was consistent across interest content and gender groups. Individual profiles of the affective responses associated with 2 students' chosen interests are described and some of the insights these profiles offer to teachers are explored. Knowledge of how specific positive feelings are active when students engage with the content of their interests will assist practitioners to understand how interests might be used to personalize learning activities and curriculum choices in the service of greater student engagement with learning.

MacCann, C., Lipnevich, A. A., Burrus, J., & Roberts, R. D. (2011). The best years of our lives? Coping with stress predicts school grades, life satisfaction, and feelings about high school. *Learning and Individual Differences, 22*(2012), 235-241.

This study examines whether problem-focused, emotion-focused, and avoidant coping strategies predict key outcomes in a sample of 354 high school students. The four outcomes considered are: academic achievement, life satisfaction, positive feelings towards school, and negative feelings towards school. Results demonstrate that coping incrementally predicts all four outcomes above and beyond the effects of the Big Five personality factors, vocabulary, and demographic variables. Incremental prediction is strongest for school feeling variables, where coping predicts 17.4% of the variance in positive feelings, and 15.9% of the variance in negative feelings. All three coping styles are important in predicting different outcomes: problem-focused coping predicts grades, life satisfaction, and positive feelings about school; emotion-focused coping predicts negative feelings only; and avoidant-focused coping predicts both positive and negative feelings about school. Results suggest that coping styles are an important variable for school outcomes, and that the effectiveness of different strategies differs depending on the outcome considered.

McGovern, J. C., Lowe, P. A., & Hill, J. M. (2016). Relationships Between Trait Anxiety, Demographic Variables, and School Adjustment in Students with Specific Learning Disabilities. *Journal of Child and Family Studies, 25*(6), 1724-1734.

The present study investigated relationships between dimensions of anxiety, age, gender, and school adjustment in students with specific learning disabilities (SLD). The 177 students with SLD completed measures of anxiety and school adjustment. The results of a hierarchical regression analysis indicated that age and gender together were not significant predictors of attitude to school, and that after the influence of age and gender had been removed students with more physiological and social anxiety, but less worry tended to have poorer attitudes toward school. A second hierarchical regression indicated that younger students reported more negative attitudes toward teachers, and after controlling for age and gender, students with more social anxiety reported more negative attitudes toward teachers. Implications for school personnel are discussed.

Russell, G., & Topham, P. (2012). The impact of social anxiety on student learning and well-being in higher education. *Journal of Mental Health, 21*(4), 375-385.

This paper reports findings from two complementary web-surveys conducted in the UK, in which 787 university students described their experiences of social anxiety. Aims: The aim was to explore the impact of social anxiety on student learning and well-being in the context of higher education. Method: Participants self-selected using a screening tool and completed a web-based questionnaire. Results: The findings are consistent with previous research on social anxiety and suggest that for a significant minority of students, social anxiety is a persistent, hidden disability that impacts on learning and well-being. Conclusions: The findings highlight the need for enhanced pedagogic support for students with social anxiety. Social anxiety is a common mental health problem that resides on a continuum of distress and disability. In its mildest form, it may present as transient social apprehension, occurring in response to common social-evaluative situations, while its more severe form is characterised by disabling, pervasive fear and avoidance (Crozier, 2001; Liebowitz, 2003; Veale, 2003).

Tramonte, L., & Willms, D. (2010). The prevalence of anxiety among middle and secondary school students in Canada. *Canadian Journal of Public Health/Revue Canadienne de Sante'e Publique, S19-S22*.

Adolescents' anxiety is associated with individual and contextual characteristics. The purpose of this study is to estimate the prevalence of anxiety among adolescent youth in grades 6 to 12 and determine whether it is related to socio-economic status and perceptions of learning skills and challenges. Nationally representative cross-sectional data from the Tell Them From Me survey - Fall 2008 assessment - were used for this study. Item response theory estimates and a cut-off point for anxiety were developed from six Likert items pertaining to anxiety. Csikszentmihalyi's theory of flow was applied to create four different combinations of learning processes and students' skills. Females had a higher prevalence of anxiety than males in both middle and secondary schools. The prevalence of anxiety did not vary substantially among schools for either middle or secondary schools. Less than one half of Canadian students can be considered "in flow", that is, feeling confident in their skills and challenged in their classes. Students who lacked confidence in their skills were nearly twice as likely to experience anxiety. The relation between students' skills, the challenges presented to them at school and anxiety problems deserves attention by parents and school staff. Further research could examine the relationship between direct assessments of students' skills and measures of teaching practices and school policies.

Wolters, C. A., & Pintrich, P. R. (1998). Contextual differences in student motivation and self-regulated learning in mathematics, English, and social studies classrooms. *Instructional science*, 26(1-2), 27-47.

Recent research on self-regulated learning has stressed the importance of both motivational and cognitive components of classroom learning. Much of this research has examined these components without consideration of potential contextual differences. Using a within-subject correlational design, the present study assessed mean level differences in students' task value, self-efficacy, test anxiety, cognitive strategy use, regulatory strategy use, and classroom academic performance by gender and across the subject areas of mathematics, social studies, and English. In addition, the relations among the motivational, strategy use, and performance measures were assessed using multivariate regressions. The participants were 545 seventh and eighth grade students (51% females) who responded to a self-report questionnaire. Results revealed mean level differences by subject area and gender in the motivation and cognitive strategy use variables, but not in regulatory strategy use or academic performance. In

contrast, results indicated that the relations among these constructs was very similar across the three subject areas examined. Findings are discussed in terms of their importance for understanding the contextual nature of students' self-regulated learning.

7. Appendices

Appendix # 1

Ministry of Education (SD #36 in brackets) designation codes:

Designated Students with special needs are identified by Ministry assessment procedures,
Including categories:

Low Incidence

A (319) Physically Dependent

B (334) Deaf/Blind

C (320) Moderate to Profound Intellectual Disability

D (322) Physical Disability or Chronic Health Impairment

E (323) Visual Impairment

F (324) Deaf or Hard of Hearing

G (325) Autism

High Incidence

H (333) Intensive Behaviour Intervention/Serious Mental Illness

K (327) Mild Intellectual Disability

P (332) Gifted

Q (326) Learning Disability

R (328) Moderate Behaviour Support/Mental Illness

*The following script is from “Brain Hacking,” which aired on April 9, 2017.
Anderson Cooper is the correspondent. Guy Campanile, producer.*

What is "brain hacking"? Tech insiders on why you should care

Silicon Valley is engineering your phone, apps and social media to get you hooked, says a former Google product manager. Anderson Cooper reports

Have you ever wondered if all those people you see staring intently at their smartphones -- nearly everywhere, and at all times -- are addicted to them? According to a former Google product manager you are about to hear from, Silicon Valley is engineering your phone, apps and social media to get you hooked. He is one of the few tech insiders to publicly acknowledge that the companies responsible for programming your phones are working hard to get you and your family to feel the need to check in constantly. Some programmers call it “brain hacking” and the tech world would probably prefer you didn’t hear about it. But Tristan Harris openly questions the long-term consequences of it all and we think it’s worth putting down your phone to listen.

Tristan Harris: So Snapchat’s the most popular messaging service for teenagers. And they invented this feature called “streaks,” which shows the number of days in a row that you’ve sent a message back and forth with someone. So now you could say, “Well, what’s the big deal here?” Well, the problem is that kids feel like, “Well, now I don’t want to lose my streak.” But it turns out that kids actually when they go on vacation are so stressed about their streak that they actually give their password to, like, five other kids to keep their streaks going on their behalf. And so you could ask when these features are being designed, are they designed to most help people live their life? Or are they being designed because they’re best at hooking people into using the product?

Anderson Cooper: Is Silicon Valley programming apps or are they programming people?

Tristan Harris: Inadvertently, whether they want to or not, they are shaping the thoughts and feelings and actions of people. They are programming people. There’s always this narrative that technology’s neutral. And it’s up to us to choose how we use it. This is just not true.

Anderson Cooper: Technology’s not neutral?

Tristan Harris: *It’s not neutral. They want you to use it in particular ways and for long periods of time. Because that’s how they make their money.*

It's rare for a tech insider to be so blunt, but Tristan Harris believes someone needs to be. A few years ago he was living the Silicon Valley dream. He dropped out of a master's program at Stanford University to start a software company. Four years later Google bought him out and hired him as a product manager. It was while working there he started to feel overwhelmed.

Tristan Harris: Honestly, I was just bombarded in email and calendar invitations and just the overload of what it's like to work at a place like Google. And I was asking, "When is all of this adding up to, like, an actual benefit to my life?" And I ended up making this presentation. It was kind of a manifesto. And it basically said, you know, "Look, never before in history have a handful of people at a handful of technology companies shaped how a billion people think and feel every day with the choices they make about these screens."

His 144-page presentation argued that the constant distractions of apps and emails are "weakening our relationships to each other," and "destroying our kids ability to focus." It was widely read inside Google, and caught the eye of one of the founders Larry Page. But Harris told us it didn't lead to any changes and after three years he quit.

Tristan Harris: And it's not because anyone is evil or has bad intentions. It's because the game is getting attention at all costs. And the problem is it becomes this race to the bottom of the brainstem, where if I go lower on the brainstem to get you, you know, using my product, I win. But it doesn't end up in the world we want to live in. We don't end up feeling good about how we're using all this stuff.

Anderson Cooper: You call this a "race to the bottom of the brain stem." It's a race to the most primitive emotions we have? Fear, anxiety, loneliness, all these things?

Tristan Harris: Absolutely. And that's again because in the race for attention I have to do whatever works.

Tristan Harris: It absolutely wants one thing, which is your attention.

Now he travels the country trying to convince programmers and anyone else who will listen that the business model of tech companies needs to change. He wants products designed to make the best use of our time not just grab our attention.

Anderson Cooper: Do you think parents understand the complexities of what their kids are dealing with, when they're dealing with their phone, dealing with apps and social media?

Tristan Harris: No. And I think this is really important. Because there's a narrative that, "Oh, I guess they're just doing this like we used to gossip on the phone, but what this misses is that your telephone in the 1970s didn't have a thousand engineers on the other side of the telephone who

were redesigning it to work with other telephones and then updating the way your telephone worked every day to be more and more persuasive. That was not true in the 1970s.

Anderson Cooper: *How many Silicon Valley insiders are there speaking out like you are?*

Tristan Harris: *Not that many.*

We reached out to the biggest tech firms but none would speak on the record and some didn't even return our phone call. Most tech companies say their priority is improving user experience, something they call "engagement." But they remain secretive about what they do to keep people glued to their screens. So we went to Venice, California, where the body builders on the beach are being muscled out by small companies that specialize in what Ramsay Brown calls "brain hacking."

Ramsay Brown: *A computer programmer who now understands how the brain works knows how to write code that will get the brain to do certain things.*

Ramsay Brown studied neuroscience before co-founding Dopamine Labs, a start-up crammed into a garage. The company is named after the dopamine molecule in our brains that aids in the creation of desire and pleasure. Brown and his colleagues write computer code for apps used by fitness companies and financial firms. The programs are designed to provoke a neurological response.

Anderson Cooper: *You're trying to figure out how to get people coming back to use the screen?*

Ramsay Brown: *When should I make you feel a little extra awesome to get you to come back into the app longer?*

The computer code he creates finds the best moment to give you one of those rewards, which have no actual value, but Brown says trigger your brain to make you want more. For example, on Instagram, he told us sometimes those likes come in a sudden rush.

Ramsay Brown: *They're holding some of them back for you to let you know later in a big burst. Like, hey, here's the 30 likes we didn't mention from a little while ago. Why that moment--*

Anderson Cooper: *So all of a sudden you get a big burst of likes?*

Ramsay Brown: *Yeah, but why that moment? There's some algorithm somewhere that predicted, hey, for this user right now who is experimental subject 79B3 in experiment 231, we think we can see an improvement in his behavior if you give it to him in this burst instead of that burst.*

When Brown says "experiments," he's talking generally about the millions of computer calculations being used every moment by his company and others use to constantly tweak your online experience and make you come back for more.

Ramsay Brown: *You're part of a controlled set of experiments that are happening in real time across you and millions of other people.*

Anderson Cooper: *We're guinea pigs?*

Ramsay Brown: *You're guinea pigs. You are guinea pigs in the box pushing the button and sometimes getting the likes. And they're doing this to keep you in there.*

The longer we look at our screens, the more data companies collect about us, and the more ads we see. Ad spending on social media has doubled in just two years to more than \$31 billion.

Ramsay Brown: *You don't pay for Facebook. Advertisers pay for Facebook. You get to use it for free because your eyeballs are what's being sold there.*

Anderson Cooper: *That's an interesting way to look at it, that you're not the customer for Facebook.*

Ramsay Brown: *You're not the customer. You don't sign a check to Facebook. But Coca-Cola does.*

Brown says there's a reason texts and Facebook use a continuous scroll, because it's a proven way to keep you searching longer.

Ramsay Brown: *You spend half your time on Facebook just scrolling to find one good piece worth looking at. It's happening because they are engineered to become addictive.*

Anderson Cooper: *You're almost saying it like there's an addiction code.*

Ramsay Brown: *Yeah, that is the case. That since we've figured out, to some extent, how these pieces of the brain that handle addiction are working, people have figured out how to juice them further and how to bake that information into apps.*

Larry Rosen: *Dinner table could be a technology-free zone.*

While Brown is tapping into the power of dopamine, psychologist Larry Rosen and his team at California State University Dominguez Hills are researching the effect technology has on our anxiety levels.

Larry Rosen: *We're looking at the impact of technology through the brain.*

Rosen told us when you put your phone down – your brain signals your adrenal gland to produce a burst of a hormone called, cortisol, which has an evolutionary purpose. Cortisol triggers a fight-or-flight response to danger.

Anderson Cooper: *How does cortisol relate to a mobile device, a phone?*

Larry Rosen: *What we find is the typical person checks their phone every 15 minutes or less and half of the time they check their phone there is no alert, no notification. It's coming from inside their head telling them, "Gee, I haven't check in Facebook in a while. I haven't checked on this Twitter feed for a while. I wonder if somebody commented on my Instagram post." That then generates cortisol and it starts to make you anxious. And eventually your goal is to get rid of that anxiety so you check in.*

So the same hormone that made primitive man anxious and hyperaware of his surroundings to keep him from being eaten by lions is today compelling Rosen's students and all of us to continually peek at our phones to relieve our anxiety.

Larry Rosen: *When you put the phone down you don't shut off your brain, you just put the phone down.*

Anderson Cooper: *Can I be honest with you right now? I haven't paid attention to what you're saying because I just realized my phone is right down by my right foot and I haven't checked it in, like 10 minutes.*

Larry Rosen: *And it makes you anxious.*

Anderson Cooper: *I'm a little anxious.*

Larry Rosen: *Yes.*

We found out just how anxious in this experiment conducted by Rosen's research colleague Nancy Cheever.

Nancy Cheever: *So the first thing I'm going to do is apply these electrodes to your fingers.*

While I watched a video, a computer tracked minute changes in my heart rate and perspiration. What I didn't know was that Cheever was sending text messages to my phone which was just out of reach. Every time my text notification went off, the blue line spiked – indicating anxiety caused in part by the release of cortisol.

Nancy Cheever: *Oh, that one is...that's a huge spike right there. And if you can imagine what that's doing to your body. Every time you get a text message you probably can't even feel it right? Because it's such a um, it's a small amount of arousal.*

Anderson Cooper: *That's fascinating.*

Their research suggests our phones are keeping us in a continual state of anxiety in which the only antidote – is the phone.

Anderson Cooper: *Is it known what the impact of all this technology use is?*

Larry Rosen: *Absolutely not.*

Anderson Cooper: *It's too soon.*

Larry Rosen: *We're all part of this big experiment.*

Anderson Cooper: *What is this doing to a young mind or a teenager?*

Larry Rosen: *Well there's some projects going on where they're actually scanning teenager's brains over a 20-year period and looking to see what kind of changes they're finding.*

Ramsay Brown and his garage start-up Dopamine Labs made a habit-breaking app as well. It's called "Space" and it creates a 12-second delay -- what Brown calls a "moment of Zen" before

any social media app launches. In January, he tried to convince Apple to sell it in their App Store.

Ramsay Brown: And they rejected it from the App Store because they told us any app that would encourage people to use other apps or their iPhone less was unacceptable for distribution in the App Store.

Anderson Cooper: They actually said that to you?

Ramsay Brown: They said that to us. They did not want us to give out this thing that was gonna make people less stuck on their phones.

Source: <http://www.cbsnews.com/news/60-minutes-viewers-object-to-the-idea-of-brain-hacking/>

Appendix # 3

Source: Canadian Mental Health Association, 2014.

Counselling
An effective form of counselling for anxiety is cognitive-behavioural therapy (or 'CBT'). CBT teaches you how your thoughts, feelings, and behaviours work together. A goal of CBT is to identify and change the unhelpful patterns of thinking that lead anxious thoughts. CBT can help you identify problem behaviours and replace them with helpful strategies. It's often the first treatment to try for mild or moderate problems with anxiety.

Medication
Some people also find anti-anxiety or antidepressant medication helpful. Medication can help with the physical feelings of anxiety; it may also make anxious thoughts less frequent or intense, so it can be easier to learn helpful coping strategies. Some people take medication until their anxiety is controlled enough to try therapies like CBT.

Support groups
Support groups—in person or online—may be a good place to share your experiences, learn from others, and connect with people who understand.

Self-help strategies
Many different skills can help people manage anxiety, such as stress management, problem-solving, and relaxation. Mindfulness—developing awareness of the present moment without judgement—may also help. Practices that support wellness, such as eating well, exercising, having fun, and connecting with others, are also important.

HOW CAN I HELP A LOVED ONE?

Supporting a loved one who is experiencing an anxiety disorder can be difficult. You may not understand why your loved one feels or acts a certain way. Some people who experience an anxiety disorder feel like they have to do things a certain way or avoid things or situations, and this can create frustration or conflict with others. You may feel pressured to take part in these behaviours or adjust your own behaviours to protect or avoid upsetting a loved one. Support can be a delicate balance, but you should expect recovery—in time.

Here are some general tips:

- Remind yourself that the illness is the problem—anger, frustration, or behaviours related to anxiety are nobody's fault.
- Be patient—learning and practicing new coping strategies takes time.
- If your loved one is learning new skills, offer to help them practice.
- Listen and offer support, but avoid pushing unwanted advice.
- Set boundaries and seek support for yourself, if needed.
- If other family members are affected by a loved one's anxiety disorder, consider seeking family counselling.

DO YOU NEED MORE HELP?
Contact a community organization like the Canadian Mental Health Association to learn more about support and resources in your area.

Founded in 1918, The Canadian Mental Health Association (CMHA) is a national charity that helps maintain and improve mental health for all Canadians. As the nation-wide leader and champion for mental health, CMHA helps people access the community resources they need to build resilience and support recovery from mental illness.

Visit the CMHA website at www.cmha.ca today.



ANXIETY DISORDERS



Canadian Mental Health Association
Mental health for all



Developer of this website
generously supported by
Bell Let's Talk



Canadian Mental Health Association
Mental health for all

www.cmha.ca

We all feel nervous or worried at times. This anxiety can be a helpful feeling when it motivates us or warns us of danger. An anxiety disorder, on the other hand, causes unexpected or unhelpful anxiety that seriously impacts our lives, including how we think, feel, and act.

An anxiety disorder causes unexpected or unhelpful anxiety that seriously impacts our lives, including how we think, feel, and act.

WHAT ARE ANXIETY DISORDERS?
Anxiety disorders are mental illnesses. The different types of anxiety disorders include:

Phobias
A phobia is an intense fear around a specific thing like an object, animal, or situation. Most of us are scared of something, but these feelings don't disrupt our lives. With phobias, people change the way they live in order to avoid the feared object or situation.

Panic disorder
Panic disorder involves repeated and unexpected panic attacks. A panic attack is a feeling of sudden and intense fear that lasts for a short period of time. It causes a lot of physical feelings like a racing heart, shortness of breath, or nausea. Panic attacks can be a normal reaction to a stressful situation, or a part of other anxiety disorders. With panic disorder, panic attacks seem to happen for no reason. People who experience panic disorder fear more panic attacks and may worry that something bad will happen as a result of the panic attack. Some people change their routine to avoid triggering more panic attacks.

Agoraphobia
Agoraphobia is fear of being in a situation where a person can't escape or first help if they experience a panic attack or other feelings of anxiety. A person with agoraphobia may avoid public places or even avoid leaving their homes.

Social anxiety disorder
Social anxiety disorder involves intense fear of being embarrassed or evaluated negatively by others. As a result, people avoid social situations. This is more than shyness. It can have a big impact on work or school performance and relationships.

Generalized anxiety disorder
Generalized anxiety disorder is excessive worry around a number of everyday problems for more than six months. This anxiety is often far greater than expected—for example, intense anxiety over a minor concern. Many people experience physical symptoms too, including muscle tension and sleep problems.

OTHER MENTAL ILLNESSES
Some mental illnesses are no longer classified as anxiety disorders, though anxiety or fear is a major part of the illnesses.

Obsessive-compulsive disorder (OCD)
Obsessive-compulsive disorder is made up of unwanted thoughts, images, or urges that cause anxiety (obsessions) or repeated actions meant to reduce that anxiety (compulsions). Obsessions or compulsions usually take a lot of time and cause a lot of distress.

Post-traumatic stress disorder (PTSD)
Post-traumatic stress disorder can occur after a very scary or traumatic event, such as abuse, an accident, or a natural disaster. Symptoms of PTSD include reliving the event through nightmares or flashbacks, avoiding reminders of the traumatic event, and feeling unsafe in the world, even when a person isn't in danger.



WHO DO THEY AFFECT?
Anxiety disorders can affect anyone at any age, and they are the most common mental health problem. Sometimes, anxiety disorders are triggered by a specific event or stressful life experience. Anxiety disorders may be more likely to occur when we have certain ways of looking at things like believing that everything must be perfect or learn unhelpful coping strategies from others. But sometimes there just doesn't seem to be a reason.

WHAT CAN I DO ABOUT THEM?
Many people who experience an anxiety disorder think that they should just be able to "get over it" on their own. Others may need time to recognize how deeply anxiety affects their life. However, anxiety disorders are real illnesses that affect a person's well-being. It's important to talk to a doctor about mental health concerns. Some physical health conditions cause symptoms of anxiety. A doctor will look at all possible causes of anxiety.

Normal, expected anxiety is part of being human. Treatment should look at reducing unhelpful coping strategies and building healthy behaviours that help you better manage anxiety.

Each anxiety disorder has its own specific treatments and goals, but most include some combination of the following strategies:

Top 5

5 Ways to Deal With Anxiety

Everyone has feelings of anxiety, nervousness, tension, and stress from time to time. Here are 5 ways to help manage them:

1. **Become a relaxation expert.** We all think we know how to relax. But chilling out in front of the TV or computer isn't true relaxation. (Depending on what you're watching or doing, it could even make you more tense.) The same is true for alcohol, drugs, or tobacco. They may seem to relieve anxiety or stress, but it's a false state of relaxation that's only temporary. What the body really needs is daily practice of a relaxation technique — like deep breathing, tai chi, or yoga — that has a physical effect on the mind. For example, deep breathing helps to relax a major nerve that runs from the diaphragm to the brain, sending a message to the entire body to let go and loosen up.
2. **Get enough sleep, nourishment, and exercise.** Want your mind and body to feel peaceful and strong enough to handle life's ups and downs? Get the right amount of sleep for your needs — not too much or too little. Eat well: Choose fruit, vegetables, lean proteins, and whole grains for long-term energy (instead of the short bursts that come from too much sugar or caffeine). And exercise to send oxygen to every cell in the body so your brain and body can operate at their best.
3. **Connect with others.** Spend time with friends or family. Organized activities are great, but just hanging out works too. Doing things with those we feel close to deepens our bonds, allowing us to feel supported and secure. And the fun and sharing that go with it allow us to feel happier and less upset about things. If you feel worried or nervous about something, talking about it with someone who listens and cares can help you feel more understood and better able to cope. You'll be reminded that everyone has these feelings sometimes. You're not alone.
4. **Connect with nature.** Heading out for a walk in the park or a hike in the woods can help anyone feel peaceful and grounded. (Choose somewhere you feel safe so you can relax and enjoy your surroundings.) Walking, hiking, trail biking, or snowshoeing offer the additional benefit of exercise. Invite a friend or two — or a family member — along and enjoy feeling connected to people as well.
5. **Pay attention to the good things.** A great way to keep our minds off the worry track is to focus our thoughts on things that are good, beautiful, and positive. Appreciate the small, everyday blessings. Allow yourself to dream, wish, and imagine the best that could happen.

Note: When anxiety or worry feels extreme, it may be a sign of an anxiety disorder. For someone who has an anxiety disorder, getting proper care from a health professional is important. These tips can help too, of course. But professional treatment is the only way to shake an anxiety disorder.

Source: <https://kidshealth.org>

Appendix #5:

Source: <https://amp.theguardian.com/world/2016/may/22/screen-addicted-south-koreans-compete-in-space-out-contest>

news / opinion / sport / arts / life

Screen-addicted South Koreans compete in 'space out' contest

Participants focus on 'thinking nothing' in public park in Seoul as retreat from stress and digital overload



Participants sit without talking, sleeping, eating or using electronic devices at a riverside park in Seoul.
Photograph: Jung Yeon-Je/AFP/Getty

Appendix #6: Martin Luther King's "I Have a Dream" Speech

PM
Elizabeth Strawberry

"I Have a Dream" Speech by the Rev. Martin Luther King Jr.
at the "March on Washington," 1963 (abridged)

I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago a great American in whose symbolic shadow we stand today signed the Emancipation Proclamation. This momentous decree is a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity. But 100 years later the Negro still is not free. One hundred years later the life of the Negro is still badly crippled by the manacles of segregation and the chains of discrimination. One hundred years later the Negro lives on a lonely island of poverty in the midst of a vast ocean of material prosperity. One hundred years later the Negro is still languished in the corners of American society and finds himself in exile in his own land. So we've come here today to dramatize a shameful condition.

In a sense we've come to our nation's capital to cash a check. When the architects of our Republic wrote the magnificent words of the Constitution and the Declaration of Independence, they were signing a promissory note to which every American was to fall heir. This note was a promise that all men—yes, black men as well as white men—would be guaranteed the unalienable rights of life, liberty and the pursuit of happiness. . . .

We must forever conduct our struggle on the high plane of dignity and discipline. We must not allow our creative protests to degenerate into physical violence. . . . must not lead us to distrust all white people, for many of our white brothers, as evidenced by their presence here today, have come to realize that their destiny is tied up with our destiny.

. . . We cannot walk alone. And as we walk we must make the pledge that we shall always march ahead. We cannot turn back. There are those who are asking the devotees of civil rights, "When will you be satisfied?" We can never be satisfied as long as the Negro is the victim of the unspeakable horrors of police brutality.

We can never be satisfied as long as our bodies, heavy with the fatigue of travel, cannot gain lodging in the motels of the highways and the hotels of the cities.

We cannot be satisfied as long as the Negro's basic mobility is from a smaller ghetto to a larger one. We can never be satisfied as long as our children are stripped of their adulthood and robbed of their dignity by signs stating "For Whites Only."

We cannot be satisfied as long as the Negro in Mississippi cannot vote and the Negro in New York believes he has nothing for which to vote.

No, no, we are not satisfied, and we will not be satisfied until justice rolls down like waters and righteousness like a mighty stream.

...

I say to you today, my friends, though, even though we face the difficulties of today and tomorrow, I still have a dream. It is a dream deeply rooted in the American dream. I have a dream that one day this nation will rise up, live out the true meaning of its creed: "We hold these truths to be self-evident, that all men are created equal."

I have a dream that one day on the red hills of Georgia sons of former slaves and the sons of former slave-owners will be able to sit down together at the table of brotherhood. I have a dream that one day even the state of Mississippi, a state sweltering with the heat of injustice, sweltering with the heat of oppression, will be transformed into an oasis of freedom and justice.

I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character. I have a dream . . . I have a dream that one day in Alabama, with its vicious racists, with its governor having his lips dripping with the words of interposition and nullification, one day right there in Alabama little black boys and black girls will be able to join hands with little white boys and white girls as sisters and brothers.

I have a dream today . . .

This will be the day when all of God's children will be able to sing with new meaning. "My country, 'tis of thee, sweet land of liberty, of thee I sing. Land where my fathers died, land of the pilgrim's pride, from every mountain side, let freedom ring." And if America is to be a great nation, this must become true. So let freedom ring from the prodigious hilltops of New Hampshire. Let freedom ring from the mighty mountains of New York. Let freedom ring from the heightening Alleghenies of Pennsylvania. Let freedom ring from the snowcapped Rockies of Colorado. Let freedom ring from the curvaceous slopes of California.

But not only that. Let freedom ring from Stone Mountain of Georgia. Let freedom ring from Lookout Mountain of Tennessee. Let freedom ring from every hill and molehill of Mississippi, from every mountain side. Let freedom ring.

When we allow freedom to ring—when we let it ring from every city and every hamlet, from every state and every city, we will be able to speed up that day when all of God's children, black men and white men, Jews and Gentiles, Protestants and Catholics, will be able to join hands and sing in the words of the old Negro spiritual, "Free at last, Free at last, Great God a-mighty, We are free at last."

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The Gilder Lehrman Institute of American History
www.gilderlehrman.org

Appendix #7 - Student Pre-Survey

AM

1

Pseudonym: Alabama Orange Date: 02/24/17

Gender: Male **Student Pre-Survey**

1. What does anxiety mean to you?
I feel as if anxiety is a step higher than stress. You can see when someone is experiencing anxiety they either change their mood, body language etc.

2. Do you feel anxiety is different from stress? In what way is it, or isn't it?
Yes I do feel they are different, when I stress about something it stays with me, but when anxiety comes by its becomes a problem that I need to solve and want to sleep all night

3. Can you think of any symptoms (i.e.: a sign or indication of something else) of anxiety/stress?
being quiet, trying to avoid the subject, having trouble speaking, tapping fingers, there is a lot more. personally when I experience anxiety my heart will start beating very quick

4. Have you experienced anxiety or stress? Which one have you experienced? (If both then state that)
Anxiety - heart beating quick with every other small problems coming all time.
Stress - that thing that ill be stressing about will be the only thing ill be thinking about all day.

5. Approximately, how old were you when you first experienced anxiety/stress?
Grade 6

6. If you do, how often do you experience it?

- a. Once in a while
- b. Once a week
- c. Many few times a week
- d. Every day
- e. Many times daily

For the following 3 questions, circle all the possible answers (you may have multiple answers).

7. When do you experience anxiety or stress?

- a. In the morning
- b. Middle of the day

MM2017

A.M.
A.M.

- c. Late afternoon or early evening
- d. Late at night
- e. It could happen any time.

8. If you do, where do you experience anxiety or stress?

- a. At home
- b. Around friends
- c. In school
- d. In formal situations (work, special events, etc.)
- e. None of the above

9. If you experience it at school what are the triggers to anxiety or stress?

- a. Shyness or embarrassment
- b. Feeling tired
- c. External pressure (tests, from teachers/others, etc.)
- d. Physical issues (medical, etc.)
- e. None of the above

10. Besides the above, are there other triggers you may have experienced at school?

C and D are pretty much what triggers it.

11. What kinds of class activities do you enjoy in school?

anything with a test not involved,

12. What kinds of class activities do you find triggers you to feel anxious or stressed?

test and pressure with a time period given to you.

13. Besides tests, have you experienced something particular in Social Studies that may have triggered anxiety or stress?

when you're finding the answer and re-reading what you're told to read but still nothing is coming to you.

AM.

Pseudonym: Kevin Arugala

Date: _____

Gender: Male

Student Pre-Survey

1. What does anxiety mean to you?

Not much at all because I'm pretty sure I don't experience it except before a big test.

2. Do you feel anxiety is different from stress? In what way is it, or isn't it?

Yeah I guess anxiety is different from stress because anxiety happens before or after a stressful situation.

3. Can you think of any symptoms (i.e.: a sign or indication of something else) of anxiety/stress?

Well when I get stressed I feel like I have the weight of the world on my shoulders and I feel uncomfortable and hot.

4. Have you experienced anxiety or stress? Which one have you experienced? (If both then state that)

I have experienced stress but not anxiety.

5. Approximately, how old were you when you first experienced anxiety/stress?

I guess when I first started getting ^{amounts of} large homework so I guess when I was 10ish.

6. If you do, how often do you experience it?

- a. Once in a while
- b. Once a week
- c. A few times a week
- d. Every day
- e. Many times daily

For the following 3 questions, circle all the possible answers (you may have multiple answers).

7. When do you experience anxiety or stress?

- a. In the morning
- b. Middle of the day
- c. Late afternoon or early evening

A.M.
K.A.

- d. Late at night
- e. It could happen any time.

8. If you do, where do you experience anxiety or stress?

- a. At home
- b. Around friends
- c. In school
- d. In formal situations (work, special events, etc.)
- e. None of the above

9. If you experience it at school what are the triggers to anxiety or stress?

- a. Shyness or embarrassment
- b. Feeling tired
- c. External pressure (tests, from teachers/others, etc.)
- d. Physical issues (medical, etc.)
- e. None of the above

10. Besides the above, are there other triggers you may have experienced at school?

If I'm trying to figure out a question and I'm just not understanding it
after awhile I start to feel stressed.

11. What kinds of class activities do you enjoy in school?

Science, English

12. What kinds of class activities do you find triggers you to feel anxious or stressed?

Not any in particular.

13. Do you have any strategies for coping with anxiety/stress? If so, what are they?

Drawing and daydreaming.

14. Besides tests, have you experienced something particular in Social Studies that may have triggered anxiety or stress?

Since I haven't gone to S.S. yet I guess in previous schools my stress
triggered when a large project had been assigned.

AM

1

Pseudonym: Ellen Blueberry

Date: March 2, 2017

Gender: Female

Student Pre-Survey

1. What does anxiety mean to you?

Anxiety means to me is when you feel anxious and there is nothing you could about it and it comes often.

2. Do you feel anxiety is different from stress? In what way is it, or isn't it?

yes because I think that stress is a normal thing and somethings will always get you stressed but anxiety is extreme and needs to be handled with care.

3. Can you think of any symptoms (i.e.: a sign or indication of something else) of anxiety/stress?

no

4. Have you experienced anxiety or stress? Which one have you experienced? (If both then state that)

Stress, I don't really get anxiety.

5. Approximately, how old were you when you first experienced anxiety/stress?

13

6. If you do, how often do you experience it?

- a. Once in a while
- b. Once a week
- c. A few times a week
- d. Every day
- e. Many times daily

For the following 3 questions, circle all the possible answers (you may have multiple answers).

7. When do you experience anxiety or stress?

- a. In the morning
- b. Middle of the day
- c. Late afternoon or early evening

MM2017

A.M.

E.B.

- d. Late at night
- e. It could happen any time.

8. If you do, where do you experience anxiety or stress?

- a. At home
- b. Around friends
- c. In school
- d. In formal situations (work, special events, etc.)
- e. None of the above

9. If you experience it at school what are the triggers to anxiety or stress?

- a. Shyness or embarrassment
- b. Feeling tired
- c. External pressure (tests, from teachers/others, etc.)
- d. Physical issues (medical, etc.)
- e. None of the above

10. Besides the above, are there other triggers you may have experienced at school?

when teachers give you a lot of homework all at once.

11. What kinds of class activities do you enjoy in school?

when the teacher reads a novel out loud.

12. What kinds of class activities do you find triggers you to feel anxious or stressed?

speaking in front of everyone

13. Do you have any strategies for coping with anxiety/stress? If so, what are they?

drinking some tea with lemon and taking a nap.

14. Besides tests, have you experienced something particular in Social Studies that may have triggered anxiety or stress?

when I have a lot of homework that due really soon.

Pseudonym: Joeseeph Victoria Pwm

Date: Feb 21/17

Gender: Male

Student Pre-Survey

1. What does anxiety mean to you?

Worrying.

2. Do you feel anxiety is different from stress? In what way is it, or isn't it?

I feel they go mostly hand in hand.

3. Can you think of any symptoms (i.e.: a sign or indication of something else) of anxiety/stress?

Increased heartbeat, cold sweats, shaking.

4. Have you experienced anxiety or stress? Which one have you experienced? (If both then state that)

I have experienced both.

5. Approximately, how old were you when you first experienced anxiety/stress?

probably my very first months of school,
so like ~~4~~

6. If you do, how often do you experience it?

- a. Once in a while
- b. Once a week
- c. Many times a week
- d. Every day
- e. Many times daily

For the following 3 questions, circle all the possible answers (you may have multiple answers).

7. When do you experience anxiety or stress?

- a. In the morning
- b. Middle of the day

AM
J.V.

- c. Late afternoon or early evening
- d. Late at night
- e. It could happen any time.

8. If you do, where do you experience anxiety or stress?

- a. At home
- b. Around friends
- c. In school
- d. In formal situations (work, special events, etc.)
- e. None of the above

9. If you experience it at school what are the triggers to anxiety or stress?

- a. Shyness or embarrassment
- b. Feeling tired
- c. External pressure (tests, from teachers/others, etc.)
- d. Physical issues (medical, etc.)
- e. None of the above

10. Besides the above, are there other triggers you may have experienced at school?

People looking makes me feel like they're judging me.

11. What kinds of class activities do you enjoy in school?

ones that I can limit my involvement with or not take part in.

12. What kinds of class activities do you find triggers you to feel anxious or stressed?

standing in front of the class
speaking

13. Besides tests, have you experienced something particular in Social Studies that may have triggered anxiety or stress?

The workload

AM

1

Pseudonym: Columbus Bread

Date: Feb 22 2017

Gender: Male

Student Pre-Survey

1. What does anxiety mean to you?

Mentally not being able to cope (causing you to repeat phrases ^{over and over} because your brain can't organize its functions) No rhyme or reason as to why

2. Do you feel anxiety is different from stress? In what way is it, or isn't it?

yes. Stress is more associated to having an increased workload. Anxiety can be caused by lots of situations with different reactions

3. Can you think of any symptoms (i.e.: a sign or indication of something else) of anxiety/stress?

Anxiety: Full body shaking, Brain shutting down, repeat of phrases.
Stress: irritability, perspiration

4. Have you experienced anxiety or stress? Which one have you experienced? (If both then state that)

I have Generalized Anxiety disorder and Panic Anxiety disorder. I experience stress every day

5. Approximately, how old were you when you first experienced anxiety/stress?

5 years old. I also starting getting night mares

6. If you do, how often do you experience it?

- a. Once in a while
- b. Once a week
- c. ^A Many few times a week
- d. Every day
- e. Many times daily

For the following 3 questions, circle all the possible answers (you may have multiple answers).

7. When do you experience anxiety or stress?

- a. In the morning
- b. Middle of the day

MM2017

A.M.

C.B.

2

c. Late afternoon or early evening

d. Late at night

e. It could happen any time.

8. If you do, where do you experience anxiety or stress?

a. At home

b. Around friends

c. In school

d. In formal situations (work, special events, etc.)

e. None of the above

9. If you experience it at school what are the triggers to anxiety or stress?

a. Shyness or embarrassment

b. Feeling tired

c. External pressure (tests, from teachers/others, etc.)

d. Physical issues (medical, etc.)

e. None of the above

10. Besides the above, are there other triggers you may have experienced at school?

Anything can trigger me in the right circumstances

11. What kinds of class activities do you enjoy in school?

Art activities

12. What kinds of class activities do you find triggers you to feel anxious or stressed?

General work

13. Besides tests, have you experienced something particular in Social Studies that may have triggered anxiety or stress?

Just the course itself triggers stress

MM2017

Pseudonym: Ella Eggplant

Date: Feb, 22, 2017

Gender: female

Student Pre-Survey

1. What does anxiety mean to you?

Anxiety is an overwhelming feeling of worry, sometimes unexplainable. Anxiety rushes over you and is very hard to escape

2. Do you feel anxiety is different from stress? In what way is it, or isn't it?

I feel that they're different, while they do go hand in hand sometimes, stress is specific to a situation (ie. presentation) whereas anxiety can be about any random thing (talking to someone etc.)

3. Can you think of any symptoms (i.e.: a sign or indication of something else) of anxiety/stress?

sweating, shakiness of hands/voice, increased heart rate, headaches, dizziness, change in emotion (happy → sad instantly)

4. Have you experienced anxiety or stress? Which one have you experienced? (If both then state that)

I experience anxiety and stress on a daily basis

5. Approximately, how old were you when you first experienced anxiety/stress?

I've always been an anxious and stressed person, but if I had to guess on approx. age, I would say 5 years old

6. If you do, how often do you experience it?

- a. Once in a while
- b. Once a week
- c. ^A Many few times a week

can be both →

- d. Every day
- e. Many times daily

For the following 3 questions, circle all the possible answers (you may have multiple answers).

7. When do you experience anxiety or stress?

- a. In the morning
- b. Middle of the day

(A.M)

E.E.

2

c. Late afternoon or early evening

d. Late at night

e. It could happen any time.

8. If you do, where do you experience anxiety or stress?

a. At home

b. Around friends

c. In school

d. In formal situations (work, special events, etc.)

e. None of the above

9. If you experience it at school what are the triggers to anxiety or stress?

a. Shyness or embarrassment

b. Feeling tired

c. External pressure (tests, from teachers/others, etc.)

d. Physical issues (medical, etc.)

e. None of the above

10. Besides the above, are there other triggers you may have experienced at school?

having to do a group project/partner work with an unknown person

11. What kinds of class activities do you enjoy in school?

I enjoy working on my own, I'm not too into activities in class (I work best individually)

12. What kinds of class activities do you find triggers you to feel anxious or stressed?

like I said above, group projects, presentations

13. Besides tests, have you experienced something particular in Social Studies that may have triggered anxiety or stress?

not that I can think of, I tend to feel comfortable in social studies

MM2017

Pseudonym: Carl Honeyden

Date: 22

Gender: male

Student Pre-Survey

1. What does anxiety mean to you?

it is good sometimes but I think too much is bad and not needed.

2. Do you feel anxiety is different from stress? In what way is it, or isn't it?

a little stress is more focused were anxiety is about just everything in life.

3. Can you think of any symptoms (i.e.: a sign or indication of something else) of anxiety/stress?

sweight. Head ach.

4. Have you experienced anxiety or stress? Which one have you experienced? (If both then state that)

stress like when you have to speak in front of people.

5. Approximately, how old were you when you first experienced anxiety/stress?

10

6. If you do, how often do you experience it?

- a. Once in a while
- b. Once a week
- c. ^A Many few times a week
- d. Every day
- e. Many times daily

For the following 3 questions, circle all the possible answers (you may have multiple answers).

7. When do you experience anxiety or stress?

- a. In the morning
- b. Middle of the day

A.M.
E.H.

- c. Late afternoon or early evening
- d. Late at night
- e. It could happen any time.

8. If you do, where do you experience anxiety or stress?

- a. At home
- b. Around friends
- c. In school
- d. In formal situations (work, special events, etc.)
- e. None of the above

9. If you experience it at school what are the triggers to anxiety or stress?

- a. Shyness or embarrassment
- b. Feeling tired
- c. External pressure (tests, from teachers/others, etc.)
- d. Physical issues (medical, etc.)
- e. None of the above

10. Besides the above, are there other triggers you may have experienced at school?

no

11. What kinds of class activities do you enjoy in school?

learning about history.

12. What kinds of class activities do you find triggers you to feel anxious or stressed?

reading and writing.

13. Besides tests, have you experienced something particular in Social Studies that may have triggered anxiety or stress?

no.

PM

1

Pseudonym: Tiammy Duter

Date: March 1

Gender: Female

Student Pre-Survey

1. What does anxiety mean to you?

When you feel like you aren't in control of your own thoughts, you aren't certain of what's next

2. Do you feel anxiety is different from stress? In what way is it, or isn't it?

Stress is something due to what's wrapping you in the moment, anxiety is when the worry is still there.

3. Can you think of any symptoms (i.e.: a sign or indication of something else) of anxiety/stress?

Anxiety: Alone, don't know what to do. Cry, Fear
Stress: Mood, headaches

4. Have you experienced anxiety or stress? Which one have you experienced? (If both then state that)

Yes I've experienced both.

5. Approximately, how old were you when you first experienced anxiety/stress?

Probably 13, stress and anxiety can happen even if it seems like a small problem

6. If you do, how often do you experience it?

- a. Once in a while
- b. Once a week
- c. A few times a week
- d. Every day
- e. Many times daily

For the following 3 questions, circle all the possible answers (you may have multiple answers).

7. When do you experience anxiety or stress?

- a. In the morning
- b. Middle of the day
- c. Late afternoon or early evening

MM2017

PM
T.D.

- d. Late at night
- e. It could happen any time.

8. If you do, where do you experience anxiety or stress?

- a. At home
- b. Around friends
- c. In school
- d. In formal situations (work, special events, etc.)
- e. None of the above

9. If you experience it at school what are the triggers to anxiety or stress?

- a. Shyness or embarrassment
- b. Feeling tired
- c. External pressure (tests, from teachers/others, etc.)
- d. Physical issues (medical, etc.)
- e. None of the above

10. Besides the above, are there other triggers you may have experienced at school?

11. What kinds of class activities do you enjoy in school?

IF im comfortable I like group activity.
But if I dont know the people, alone time is preferable.

12. What kinds of class activities do you find triggers you to feel anxious or stressed?

group discussion

13. Do you have any strategies for coping with anxiety/stress? If so, what are they?

I check my ~~stateg~~ surroundings. usually take deep breaths.

14. Besides tests, have you experienced something particular in Social Studies that may have triggered anxiety or stress?

doing projects in front of the class.

Pseudonym: Elizabeth Strawberry

Date: Feb 22 '17 preclass

Gender: F

Student Pre-Survey

1. What does anxiety mean to you?

It is a constant feeling of fear over pretty much everything around me, it feels like I'm constantly being squeeze'd then when it gets bad its like being crushed.

2. Do you feel anxiety is different from stress? In what way is it, or isn't it?

Yes, anxiety is like an inescapable feeling often triggered by more abstract things, or situations and stress is based on stuff I have to do

3. Can you think of any symptoms (i.e.: a sign or indication of something else) of anxiety/stress?

Breathing problems (to fast or shallow) panic attacks, not being able to see feeling of constantly being overwhelmed by seemingly nothing at all.

4. Have you experienced anxiety or stress? Which one have you experienced? (If both then state that)

Yes I have experienced both.

5. Approximately, how old were you when you first experienced anxiety/stress?

Anxiety, probably 3 or 4 and stress about grade 1 or 2

6. If you do, how often do you experience it?

- a. Once in a while
- b. Once a week
- c. ^A Many few times a week
- d. Every day
- e. Many times daily

For the following 3 questions, circle all the possible answers (you may have multiple answers).

7. When do you experience anxiety or stress?

- a. In the morning
- b. Middle of the day

P.M.
E.S.

2

- c. Late afternoon or early evening
- d. Late at night
- e. It could happen any time.

8. If you do, where do you experience anxiety or stress?

- a. At home
- b. Around friends
- c. In school
- d. In formal situations (work, special events, etc.)
- e. None of the above

9. If you experience it at school what are the triggers to anxiety or stress?

- anxiety* a. Shyness or embarrassment
- b. Feeling tired
- stress* c. External pressure (tests, from teachers/others, etc.)
- d. Physical issues (medical, etc.)
- e. None of the above

10. Besides the above, are there other triggers you may have experienced at school?

*Loud noise, ^{too} many people being around, being
centre of attention*

11. What kinds of class activities do you enjoy in school?

I like working alone and watching movies

12. What kinds of class activities do you find triggers you to feel anxious or stressed?

Group projects and presentation

13. Besides tests, have you experienced something particular in Social Studies that may have triggered anxiety or stress?

*Tests don't stress me out or make me anxious.
Probably the open endedness, dates help me manage
my time better.*

MM2017

PM

1

Pseudonym: Crafty Fig

Date: 21st Feb

Gender: _____

Student Pre-Survey

1. What does anxiety mean to you?

"A feeling of worry, nervousness, or unease, typically about an imminent event or something with an uncertain outcome"

2. Do you feel anxiety is different from stress? In what way is it, or isn't it?

Yes, because stress is not specific to a feeling of uncertainty (anxiety)

3. Can you think of any symptoms (i.e.: a sign or indication of something else) of anxiety/stress?

Fight, flight or freeze came to mind. But the symptoms are often unique to each person with anxiety

4. Have you experienced anxiety or stress? Which one have you experienced? (If both then state that)

I have experienced both, they are inclusive

5. Approximately, how old were you when you first experienced anxiety/stress?

Since I was a very young child

6. If you do, how often do you experience it?

- a. Once in a while
- b. Once a week
- c. Many few times a week
- d. Every day
- e. Many times daily

For the following 3 questions, circle all the possible answers (you may have multiple answers).

7. When do you experience anxiety or stress?

- a. In the morning
- b. Middle of the day

MM2017

P.M.
C.F.

- c. Late afternoon or early evening
- d. Late at night
- e. It could happen any time.

8. If you do, where do you experience anxiety or stress?

- a. At home
 - b. Around friends
 - c. In school
 - d. In formal situations (work, special events, etc.)
 - e. None of the above
- then all 4
can be anywhere*

9. If you experience it at school what are the triggers to anxiety or stress?

- a. Shyness or embarrassment
- b. Feeling tired
- c. External pressure (tests, from teachers/others, etc.) *(usually)*
- d. Physical issues (medical, etc.)
- e. None of the above

10. Besides the above, are there other triggers you may have experienced at school?

Not really

11. What kinds of class activities do you enjoy in school?

Voluntary group ones

12. What kinds of class activities do you find triggers you to feel anxious or stressed?

Being put into groups with others I don't know

13. Besides tests, have you experienced something particular in Social Studies that may have triggered anxiety or stress?

Works, but nothing abnormal.

PM

1

Pseudonym: R. Rowbarb

Date: Feb 22/17

Gender: Female

Student Pre-Survey

1. What does anxiety mean to you?

Everything, it used to run my life.

2. Do you feel anxiety is different from stress? In what way is it, or isn't it?

Anxiety causes you to stress.

3. Can you think of any symptoms (i.e.: a sign or indication of something else) of anxiety/stress?

Wincing, sweating, exhaustion, depression, hunger or less hunger.

4. Have you experienced anxiety or stress? Which one have you experienced? (If both then state that)

I experience both on a daily basis.

5. Approximately, how old were you when you first experienced anxiety/stress?

10 years of age.

6. If you do, how often do you experience it?

- a. Once in a while
- b. Once a week
- c. ~~Many~~ ^A few times a week
- d. Every day
- e. Many times daily

For the following 3 questions, circle all the possible answers (you may have multiple answers).

7. When do you experience anxiety or stress?

- a. In the morning
- b. Middle of the day

MM2017

A.M.
R.R.

- c. Late afternoon or early evening
- d. Late at night
- e. It could happen any time.

8. If you do, where do you experience anxiety or stress?

- a. At home
- b. Around friends
- c. In school
- d. In formal situations (work, special events, etc.)
- e. None of the above

9. If you experience it at school what are the triggers to anxiety or stress?

- a. Shyness or embarrassment
- b. Feeling tired
- c. External pressure (tests, from teachers/others, etc.)
- d. Physical issues (medical, etc.)
- e. None of the above

10. Besides the above, are there other triggers you may have experienced at school?

Having teachers follow you or pressure you about things
just makes you feel terrible on top of what your already
going through

11. What kinds of class activities do you enjoy in school?

Art activities, Speeches including student's putting in there
opinions.

12. What kinds of class activities do you find triggers you to feel anxious or stressed?

Gym, as an anxious person I could never do gym cause I have
to much anxiety.

13. Besides tests, have you experienced something particular in Social Studies that may have triggered anxiety or stress?

The questions are to difficult to understand, its
beyond bring and give. + ~~almost couldn't~~ I couldn't do
Socials, my brain just didn't want to do it. And because
its so quiet it causes the anxiety.

PM

1

Pseudonym: Ethan Honeydew.

Date: Feb. 22, 2017.

Gender: Female.

Student Pre-Survey

1. What does anxiety mean to you?

Anxiety to me means a roadblock. It prevents me from doing school work, showing up to school, talking to people, and more everyday life events.

2. Do you feel anxiety is different from stress? In what way is it, or isn't it?

Ido, I believe that stress is caused by a specific situation and anxiety is more "what if" and worrying about things that haven't necessarily happened.

3. Can you think of any symptoms (i.e.: a sign or indication of something else) of anxiety/stress?

Anxiety: sweaty palms, trouble breathing, insomnia, tapping, etc.
Stress: sweating, insomnia, worrying, tense

4. Have you experienced anxiety or stress? Which one have you experienced? (If both then state that)

Both.

5. Approximately, how old were you when you first experienced anxiety/stress?

I was about ~~four~~ four, when I started preschool I experienced separation anxiety.

6. If you do, how often do you experience it?

- a. Once in a while
- b. Once a week
- c. ~~Many~~ ^A few times a week
- d. Every day
- e. Many times daily

For the following 3 questions, circle all the possible answers (you may have multiple answers).

7. When do you experience anxiety or stress?

- a. In the morning
- b. Middle of the day

MM2017

P.M.
E.H.

- c. Late afternoon or early evening
- d. Late at night
- e. It could happen any time.

8. If you do, where do you experience anxiety or stress?

- a. At home
- b. Around friends
- c. In school
- d. In formal situations (work, special events, etc.)
- e. None of the above

9. If you experience it at school what are the triggers to anxiety or stress?

- a. Shyness or embarrassment
- b. Feeling tired
- c. External pressure (tests, from teachers/others, etc.)
- d. Physical issues (medical, etc.)
- e. None of the above

10. Besides the above, are there other triggers you may have experienced at school?

Presentations, group work

11. What kinds of class activities do you enjoy in school?

Observing discussions, art projects, science labs.

12. What kinds of class activities do you find triggers you to feel anxious or stressed?

Discussions, group work, presentations, exams.

13. Besides tests, have you experienced something particular in Social Studies that may have triggered anxiety or stress?

Some discussions, group work

PM

1

Pseudonym: greg starfruit

Date: 2/1/2017

Gender: female

Student Pre-Survey

1. What does anxiety mean to you?

anxiety is involved with every single thing I do.

2. Do you feel anxiety is different from stress? In what way is it, or isn't it?

anxiety is something uncontrollable while stress can be cause by certain things.

3. Can you think of any symptoms (i.e.: a sign or indication of something else) of anxiety/stress?

anxiety can be Sweaty/Alamy Palms, fast heart beat, Shaking, & stuttering. Stress can make you tired and in bad moods.

4. Have you experienced anxiety or stress? Which one have you experienced? (If both then state that)

I have had really bad anxiety for as long as I can remember I experience it every day for things that dont really matter.

?

5. Approximately, how old were you when you first experienced anxiety/stress?

I honestly can't remember but since I was younger

6. If you do, how often do you experience it?

- a. Once in a while
- b. Once a week
- c. ~~Many~~ ^A few times a week
- d. Every day
- e. Many times daily

For the following 3 questions, circle all the possible answers (you may have multiple answers).

7. When do you experience anxiety or stress?

- a. In the morning
- b. Middle of the day

MM2017

P.M.
G.S.

- c. Late afternoon or early evening
- d. Late at night
- e. It could happen any time.

8. If you do, where do you experience anxiety or stress?

- a. At home
- b. Around friends
- c. In school
- d. In formal situations (work, special events, etc.)
- e. None of the above

9. If you experience it at school what are the triggers to anxiety or stress?

- a. Shyness or embarrassment
- b. Feeling tired
- c. External pressure (tests, from teachers/others, etc.)
- d. Physical issues (medical, etc.)
- e. None of the above

10. Besides the above, are there other triggers you may have experienced at school?

you know when teachers walk over to you and just watch what you're doing without saying anything... that gives me anxiety. just say something or leave,

11. What kinds of class activities do you enjoy in school?

class discussion.

12. What kinds of class activities do you find triggers you to feel anxious or stressed?

group projects, presentations, getting work/tests back.

13. Besides tests, have you experienced something particular in Social Studies that may have triggered anxiety or stress?

Not in this specific class.

PM

Pseudonym: Stella Apple

Date: February 21st 2017

Gender: Female

Student Pre-Survey

1. What does anxiety mean to you?

Anxiety is like a build up of pressure to do something.

2. Do you feel anxiety is different from stress? In what way is it, or isn't it?

Yes, I think although connected, they're different.
Stress is induced by something, anxiety is fear/build on anything, even something that hasn't happened (future).

3. Can you think of any symptoms (i.e.: a sign or indication of something else) of anxiety/stress?

Procrastination; so much work, where do I start?
Leg shaking, discomfort/changing positions

4. Have you experienced anxiety or stress? Which one have you experienced? (If both then state that)

Both.

5. Approximately, how old were you when you first experienced anxiety/stress?

I was very shy when I was younger, so I experienced it when I was around 8 for the first time.

6. If you do, how often do you experience it?

- a. Once in a while
- b. Once a week
- c. ^AMany few times a week
- d. Every day
- e. Many times daily

For the following 3 questions, circle all the possible answers (you may have multiple answers).

7. When do you experience anxiety or stress?

- a. In the morning
- b. Middle of the day

P.M.
S.A.

2

c. Late afternoon or early evening

d. Late at night

It could happen any time.

8. If you do, where do you experience anxiety or stress?

a. At home

Around friends

In school

In formal situations (work, special events, etc.)

e. None of the above

9. If you experience it at school what are the triggers to anxiety or stress?

Shyness or embarrassment

b. Feeling tired

c. External pressure (tests, from teachers/others, etc.)

d. Physical issues (medical, etc.)

e. None of the above

10. Besides the above, are there other triggers you may have experienced at school?

Tracking sheets, because of how it looks like an
overwhelming amount of work.

11. What kinds of class activities do you enjoy in school?

ones where you don't have to share // small group //
by yourself.

12. What kinds of class activities do you find triggers you to feel anxious or stressed?

Large group / presentation work

13. Besides tests, have you experienced something particular in Social Studies that may have triggered anxiety or stress?

Anxiety isn't purely triggered by something, so although
I have been anxious in class, not because of anything
in particular. Stress just comes directly from work, and
time efficiency/management.

MM2017

Appendix #8 – Student Reflections

AM

Mindy Rhubarb

Q: What do I do when I'm feeling anxious

A: As a person who has been diagnosed with General Anxiety Disorder for some years now, I try my best to switch my mind off of it. Whether ~~that~~ it be going on my phone, eating, or talking to someone. ~~There~~ There are several things that don't help of course, and stress eating, which leads to binge eating is one of them. When I feel ~~the~~ ~~physical~~ ~~effects~~ effects of anxiety, I try to do deep breathing techniques.

"100 years later the Negro is not free. 100 years later the use of the Negro is still badly crippled by the manacles of segregation and the chains of discrimination"

The speech of Martin Luther King Jr was a powerful speech. Martin used many powerful metaphors to really capture the readers minds to help understand the struggle that many colored people had to go through. It really opened my eyes to see the struggle that people had to go through everyday due to their race and color of their skin.

"I have a dream ~~that~~ that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their ~~heart~~ character"

Yes, this quote really hit me in the heart!

Thoughts of Mississippi Burning

I found it heartbreaking that the three individuals who tried to help out in discrimination got tortured and murdered for their kind thoughts and actions. I feel like the story made my anxiety level up, just because I imagined myself in one of the ~~8~~ civil rights workers, because they tried to help but got murdered. But I think

Paris Antichoke 1/18/2017

AM

Reflection #2

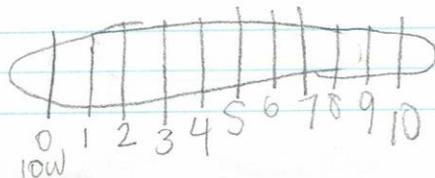
The strategies I use to deal with stress/anxieties are calming down and once I've calm down, I quickly say a prayer and then after that I do some "breathing exercise" breathe in and out so it will somewhat reduce my anxieties. Then drink some water. I then slow down with what I'm doing so I don't get stressed out again.

Reflection #3

At first, I was a bit stressed about the work we were going to do but then when the work was quite interesting, I was not stressed anymore. We were discussing about Martin Luther's speech, his speech was powerful and he wanted to show and change the society and segregation with white men and black men.

Reflection #4, March 1, 2017

When Mark was telling us a story about the mississippi river, my stress level was in a zero. I really like learning about history so the mississippi interested me a lot especially how racism starts. We also talked about Martin Luther's speech "I have a dream", my stress level was in a zero too. Martin Luther's speech was really powerful and he clearly wants equality and it was very impressive for me.



Reflection #2

AM
Ellen Blueberry

When I am feeling stressed I like to have a cup of tea with lemon and take a nap. Sometimes when that doesn't work I like to talk with my family, especially my mom and just having a long conversation with her and sometimes it doesn't even have to be about what my problem is I just like talking to her.

Reflection #3

Most things that he says in the video are still going on to this day like police brutality and that is so wrong and should not be going on. I was very proud of this, we need someone like him to speak out now, it also made me really sad that people actually lived like this.

Reflection #4

The story about Mississippi was heartbreaking and it made me feel about a 6 because it was really sad and I would never want that to happen to anyone for no reason and the I had a dream was very powerful and that speech could really change a nation and it did but there is still stuff like this going on and it is so heartbreaking.

Reflection #5

I felt ok today I felt maybe a 2 or 3 the things we are learning are very interesting and I like to learn.

reflection #6

today I felt calm this really didnt stress me out I just thought about all the things I would have to do and citing all these places and whe citing a website is it the same way and I really didnt like how they want to change Obamacare I think if they are going to change it they should change it for the good.

When we did the Wiki entry and I realized I did not do my wiki entry # 1, my stress level went to a 50/50. I was very stressed and arguing with myself if I should do the wiki entry # 2 or 1. But the things we do is pretty fun but stressful at the same time, I get to learn more about Anne Frank, one of the victim of Holocaust.

Reflection #6

When Mark talks about Obamacare, it was really interesting but after that, he talks about what were going to do, it stressed me out a bit because I wanted to do my work but I am also doing the wiki entry.

Reflection #7

I was a bit stressed out because I was not finished with the wiki entry, so I am trying to catch up really quick, but I was engaged with the work and I really want to learn more about Anne Frank.

that it was necessary, because it ~~really~~ helps you ~~fully~~ understand the events that had happened. Obviously it wouldn't be exactly how they felt or ~~even~~ even close to what they went through, but some ~~that~~ understanding of the violence that they had to go through ~~to~~ makes the anxiety I felt be manageable and completely needed.

1-10

scale today was a 7

Why?

I spoke up and said my opinion in front of the class which really spiked my anxiety and my social anxiety.

reflection #1

1-10
scale = 3

my anxieties been up ever since my social test

Feb, 23/2017

Hero Wiki Reflection

AM

Ella Eggplant

at first when Mark said we would have such a short amount of time to create a wiki about a hero and create quiz questions, I felt stressed that I wouldn't finish in time. When I actually started the assignment and started finding the info, I didn't feel anxiety or stress. I think I would have felt more stressed out during this process if the person I was researching didn't have a huge amount of information about what they did. Even though I was frantically collecting info and trying to get as much of it down in a short amount of time, I wouldn't say I felt stressed or anxious.

Eddie Mushroom

PM

Reflection #1

Wing

I'd say i felt a tiny amount of stress because i wasn't to up for doing this one activity. During Marks instructions i did not feel any anxiety or stress though, his instructions were simple and clear.

Feb, 22, Thursday

PM
Ethan Honeydew

Reflection #1

Feb 23, 2017

My initial reaction was ~~to~~ confusion because I didn't fully understand the instructions. I thought that we actually had to edit a Wiki page, which caused me stress. Once I better understood, I was relaxed and found the activity ~~fairly~~ to be fairly straightforward. Once I started writing, ~~my~~ I was fine until I realized I was running out of time, and then I was worried that I wasn't going to finish in time, which I did but ~~was~~ still experienced stress and some anxiety, especially when I heard that we might have to present them.

Reflection #2

Feb. 28, 2017.

When I start experiencing anxiety or stress, I'll usually put on music to distract myself and sit in a quiet dark room if possible. If I feel a panic attack coming on, I'll do breathing exercises that I've been taught. The one that helps the most is breathing in for 5 seconds and then out for 6 or 7, because it resets your breathing patterns if you've hyperventilating. If I'm stressed about something in particular, I'll break down the project and focus on being in the moment and not worry about getting it done in the future.

PM

Tommy
Dales

Reflection #2

- to help with anxiety you shouldn't fight the craziness
- to not let your worries stop you from living life
- make sure you get enough sleep
- take deep breaths, count to 10 slowly.

Elizabeth Strawberry

Reflection 5)

1) "It is so easy to break down & destroy. The heroes are those who make peace and build."

↳ I personally identify greatly with this quote. I know how easy it is to give in to the hate & the pain of the world and I definitely acknowledge the strength & drive it takes to stay "pure" in such a horrible hateful world.

2) I believe everyone has good in them and that everyone has their own personal power, and if one has the drive due to circumstances or just understands how to harness that drive they can do anything.

3) Originally I ~~didn't really~~ properly understand the heroes assignment which did add some anxiety to my current anxiety.

importance of clear instructions

Mar 7

Nothing really provoked my anxiety it was a pretty chill class, so I was at my usual "5"

Mar 8 I was anxious towards the end because time was running out & I didn't feel done

learn time management skills?

Sally Jackfruit Reflection.

PM

Other factors involved?

① This activity did give me anxiety and stress. We were given what felt like an impossible task due to the limited amount of time and I am a perfectionist and didn't finish the activity to the full best extent I could've accomplished it at. I was stressed and I became anxious yes.

② When I have anxiety I cope by isolating myself in a private place and I put on music. Ideally I try to do those things. At school I just put on music and hope I am left alone to calm down. Sometimes I am too worked up and I need to let it all out but only when I am alone will I do that.

③ The initial story telling was interesting and engaging especially because the teacher was telling us as a group. Not just reading some highlights off of wikipedia. It was nice to be able to ask questions as we had them. The speech I found boring and it was just too long. Most of the speech I've already forgotten.

④ I was not anxious during today's event. Though I feel I am taking the project less seriously which I feel is bad and lessens work ethic.

⑤ Not to that full extent, but I do think that heroes overcome conflict and complications in a character building way.

^B We all have the ability to overcome, it's whether or not we conquer and build ourselves up by overcoming.

^C I couldn't do any work today. It made me anxious that a project I didn't know we were doing turned out to be so huge. My hero doesn't have a defined event that made them a hero. I wish I would've known.

⑥ N/A

⑦ I'm not sure I understand why we are writing about our hero. It's successful in creating stress and anxiety

Pseudonym: Ethan Honeydew. **Student Post-Survey**

Date: March 8, 2017

1. Has your understanding of anxiety disorder changed because of this action research project? Why or why not?

Not really, I already knew a lot about anxiety because of my own treatment, but the resources are greatly appreciated. 😊

2. Have you discovered new strategies to deal with anxiety/stress, if so what are they?

Connect with nature - I've heard of going for walks but I think that taking time to observe things in nature while outside would be helpful.

3. If a friend started to experience anxiety what would you tell them to do?

I would tell them to do breathing exercises, go for a walk if possible, do something to distract them like read or watch a video.

Change of contexts?!

4. In this action research project, what experiences triggered anxiety/stress?

Not being able to find information, too little time.

5. In this action research project, what experiences did you enjoy the most?

I enjoyed learning lots about my hero, I found out lots of interesting information and saw how much she impacted the world.

6. If you could suggest to the social studies teacher how to make the course more anxiety/stress-free, what would that be?

It's pretty stress-free, but I would suggest less I can't think of anything.

PM

1

Pseudonym: Tommy Dale

Student Post-Survey

Date: March 9/17

1. Has your understanding of anxiety disorder changed because of this action research project? Why or why not?

Some extra knowlege defatly came to me
during the time we spent doing this project

2. Have you discovered new strategies to deal with anxiety/stress, if so what are they?

No I just do what I usually do but their
are some new things I can try

3. If a friend started to experience anxiety what would you tell them to do?

Just to check their surroundings and
to pay attention to the good things

4. In this action research project, what experiences triggered anxiety/stress?

Just doing all the typing im not good with
doing alot of writing.

5. In this action research project, what experiences did you enjoy the most?

I enjoyed all the open talks we had

6. If you could suggest to the social studies teacher how to make the course more anxiety/stress-free, what would that be?

I feel as if there isnt anything you
can do to lower the stress level to our
homework

MM2017

Pseudonym: Paula A.

Student Post-Survey

AM 1
Date: March 9, 2017

1. Has your understanding of anxiety disorder changed because of this action research project? Why or why not?

Yes, because ~~I did not know that there are different types of anxiety disorder.~~

2. Have you discovered new strategies to deal with anxiety/stress, if so what are they?

Yes, ~~getting enough sleep, talking to friends and families~~ what you are feeling.

3. If a friend started to experience anxiety what would you tell them to do?

~~I would talk to them and listen to them~~ and give some good advice.

4. In this action research project, what experiences triggered anxiety/stress?

When you do ~~too much work~~, you will become stress.

5. In this action research project, what experiences did you enjoy the most?

I liked the ~~wiki entry~~ the most, it was really fun learning more about Anne Frank

6. If you could suggest to the social studies teacher how to make the course more anxiety/stress-free, what would that be?

~~Not giving students too much instructions~~ in one. My social studies teacher did good though.

MM2017

PM 1

Pseudonym: greg stavrit

Student Post-Survey

Date: 3/9/2017

1. Has your understanding of anxiety disorder changed because of this action research project? Why or why not?

~~I already had a pretty good understanding about anxiety so I guess I just worked on what I already knew.~~

2. Have you discovered new strategies to deal with anxiety/stress, if so what are they?

~~my anxiety is sometime impossible to deal with but most times I just try to talk myself through it.~~

3. If a friend started to experience anxiety what would you tell them to do?

~~everyone experiences things differently so I would tell them to find what works for them.~~

4. In this action research project, what experiences triggered anxiety/stress?

~~mainly missing class time when I could be working on my work to get my courses done quickly.~~

5. In this action research project, what experiences did you enjoy the most?

~~the surveys. I like filling out surveys.~~

6. If you could suggest to the social studies teacher how to make the course more anxiety/stress-free, what would that be?

~~give people more room to personalize their work. people work best when they're working comfortably.~~

MM2017

Pseudonym: Sarah Banana

Student Post-Survey

Date: March 9/17

1. Has your understanding of anxiety disorder changed because of this action research project? Why or why not?

My understanding of anxiety has not changed because of this because I already knew a lot about it from personal experiences.

2. Have you discovered new strategies to deal with anxiety/stress, if so what are they?

I haven't discovered new strategies, however this process reminded me of what you need to do to take care of yourself in stressful situations.

3. If a friend started to experience anxiety what would you tell them to do?

First I would tell them to take deep breaths and to just focus on that. Then I would offer to break down how they're feeling.

4. In this action research project, what experiences triggered anxiety/stress?

The only parts I really stressed about was the relevance of my information and losing a bit of class time.

5. In this action research project, what experiences did you enjoy the most?

I enjoyed having a teacher actually give a lesson because after so long of working on stuff yourself its nice to have a discussion.

6. If you could suggest to the social studies teacher how to make the course more anxiety/stress-free, what would that be?

Possibly giving us more direction as to what the finished product will look like earlier on, or maybe an example. It was an interesting experience.

AM

1

Pseudonym: Minnie Ruhl

Student Post-Survey

Date: March 9/17

1. Has your understanding of anxiety disorder changed because of this action research project? Why or why not?

No, because I suffer from GAD and am fully aware of this disorder.

2. Have you discovered new strategies to deal with anxiety/stress, if so what are they?

None would have to be putting my mind on something else whether it be going on my phone or listening to music, or breathing deeply and slowly.

3. If a friend started to experience anxiety what would you tell them to do?

I would tell them that it's completely ok to feel like that to get some help if its getting out of hand, and that I'm always there to help.

4. In this action research project, what experiences triggered anxiety/stress?

Speaking up in front of the class. Also talking about anxiety gives my anxiety.

5. In this action research project, what experiences did you enjoy the most?

I liked the Martin Luther King Jr speech.

6. If you could suggest to the social studies teacher how to make the course more anxiety/stress-free, what would that be?

nothing.

MM2017

Pseudonym: Elizabeth Strawberry Student Post-Survey

PM 1
Date: March 9 '17

1. Has your understanding of anxiety disorder changed because of this action research project? Why or why not?

Not really, I've been in a place of understanding for a few months & I have stuff relatively under control.

2. Have you discovered new strategies to deal with anxiety/stress, if so what are they?

I try to use grounding a lot, it helps me chill out and feel more attached. Also certain breathing exercises help me too (breathing on 10)

3. If a friend started to experience anxiety what would you tell them to do?

I always tell them to talk to their parents about it, or possibly a family doctor.

4. In this action research project, what experiences triggered anxiety/stress?

The short timeline, everything felt cramped and rushy.

5. In this action research project, what experiences did you enjoy the most?

It was pretty cool learning about Viola Desmond she's an interesting person.

6. If you could suggest to the social studies teacher how to make the course more anxiety/stress-free, what would that be?

I can't really think of anything, its very open ended with no real due dates, so in that it is very low pressure and yet I still get stuff done.

MM2017

PM 1

Pseudonym: Crazy Fig

Student Post-Survey

Date: March 9/17

1. Has your understanding of anxiety disorder changed because of this action research project? Why or why not?

Not particularly, because I have gone through similar projects before

2. Have you discovered new strategies to deal with anxiety/stress, if so what are they?

Nature is great. Deep breathing is something I need to remember to do more

3. If a friend started to experience anxiety what would you tell them to do?

Breathe deep. If it can't kill you; chill. If it can't make you feel better, whatever works for you.

4. In this action research project, what experiences triggered anxiety/stress?

The rate at which things moved were hard for me to keep up.

5. In this action research project, what experiences did you enjoy the most?

Writing about the best vacation in the universe. Objectively. I enjoyed comparing my best with others.

6. If you could suggest to the social studies teacher how to make the course more anxiety/stress-free, what would that be?

Added more concise instructions = more time for me to work

MM2017

AM 1

Pseudonym: Ellen Blueberry

Student Post-Survey

Date: March 9, 2017

1. Has your understanding of anxiety disorder changed because of this action research project? Why or why not?

yes it made me more aware of it and ways to deal with it.

2. Have you discovered new strategies to deal with anxiety/stress, if so what are they?

to talk to people dont just stay by yourself and take a walk

3. If a friend started to experience anxiety what would you tell them to do?

to talk about and breath and to just hold it all in

4. In this action research project, what experiences triggered anxiety/stress?

when he was talking about things I dont really understand

5. In this action research project, what experiences did you enjoy the most?

when we talked about martin luther king

6. If you could suggest to the social studies teacher how to make the course more anxiety/stress-free, what would that be?

talking more about how to deal with it

MM2017

Keypoint.

AM

1

Pseudonym: Kevin Argyula

Student Post-Survey

Date: March 9/17

1. Has your understanding of anxiety disorder changed because of this action research project? Why or why not?

Yes because I didn't really know what anxiety really was and this action research so yes it was informative.

2. Have you discovered new strategies to deal with anxiety/stress, if so what are they?

No I haven't

3. If a friend started to experience anxiety what would you tell them to do?

Stop what their doing and talk about to me and if they don't feel comfortable with that then I would say for them to go read a book or go for a walk.

4. In this action research project, what experiences triggered anxiety/stress?

me not being caught up with everybody else and just managing to squeeze it in time.

5. In this action research project, what experiences did you enjoy the most?

Me actual getting an understanding of what anxiety really is.

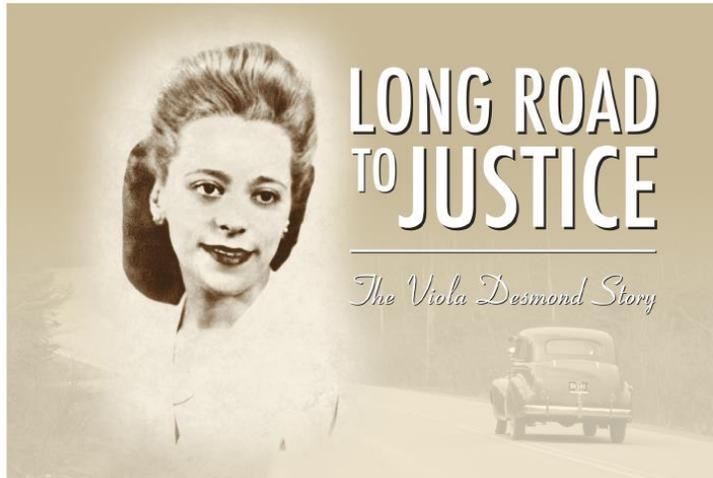
6. If you could suggest to the social studies teacher how to make the course more anxiety/stress-free, what would that be?

I don't have any suggestions.

MM2017

Appendix #10 - Student Wiki Entries:

Viola Desmond (July 6 1914 to February 7 1965)



Biography: Viola Irene Desmond (born Davis) lived July 6 1914 to February 7 1965, born to James Albert and Gwendolin Irene Davis as one of ten children. As she was growing up she realized there was a lack of hair and beauty supplies made for black women, and wanted to fix that. Being black she was unable to attend beauty school in Halifax so she left for schooling in, New York, Atlantic City and Montreal. When she got back from her schooling she opened up her own hair salon in Halifax. Later on she also opened up The Desmond School of Beauty Culture so that other coloured women wouldn't have to travel in order to get an education in her field. Young women were given the training and skills to open up their own business and provide more jobs. She also started and sold her own line of beauty products; Vi's Beauty Products. After the trial Desmond and her husband moved to Montreal where she enrolled in business school. After that they finally settled in New York where she lived until she died at the age of 50.

Pivotal moment: She refused to leave a white only section of Roseland theatre she was then convicted for minor tax violation, which was often used to punish those who disregarded segregation rules. Her case is one of the most publicized racial discrimination cases in Canadian history.

Background information: Mrs. Desmond's car broke down on her way to make a sale on her beauty products and she was informed the part she needed would take a day to arrive so she decided to go see a movie, she bought a ticket for the main floor and went to seat herself there, the manager came over and told her that she didn't have a ticket for the seat, and continued to tell her it was against policy for them to sell a main floor ticket to a black person. After that she returned to the main floor



ANNE FRANK

BIOGRAPHY

Anne Frank was born in June 12, 1929 in Frankfurt, Germany. She lived in Amsterdam with her family during World War II.

The Franks were a typical upper middle-class German-Jewish family living in a quiet, religiously diverse neighbourhood near the outskirts of Frankfurt. When they were fleeing from the Nazi persecution of Jews, they moved to Amsterdam and led a quiet life until the German of the Netherlands in 1940.

PIVOTAL MOMENT

The families spent two years in hiding, never once stepping outside the dark, damp, sequestered portion of the building

Anne had a diary and she wrote her feelings and wishes and her experiences during her stay in the “Secret Annex” while they were hiding from the Nazis. Anne Frank’s diary does not show only because of the remarkable events she described and experience but due to her extraordinary gifts as a storyteller and her indefatigable spirit through even the most horrific of circumstances. Anne’s diary is essentially a story of faith, hope and love in the face of hate.

Anne Frank’s mother was Edith Frank, and her father, Otto Frank. Otto Frank was a lieutenant in the German army during World War I. He later became a businessman in Germany and the Netherlands. Frank also had a sister named Margot who was three years her senior.

On September 1, 1939, the Nazis invaded Poland igniting a global conflict that would grow to become World War II. In the beginning of October 1940, the Nazis occupiers imposed the anti-Jews measures on the Netherlands. The Jews were required to wear a yellow star and they also had a strict curfew, they were also forbidden to own a business.

Anne and her sister were forced to transfer to a segregated Jewish school. On August 4, 1944, a German secret police accompanied by four Dutch Nazis stormed into the Secret Annex, arresting everyone that was in there. An anonymous tip betrayed them, and the identity of this person who betrayed them remains unknown to this day.



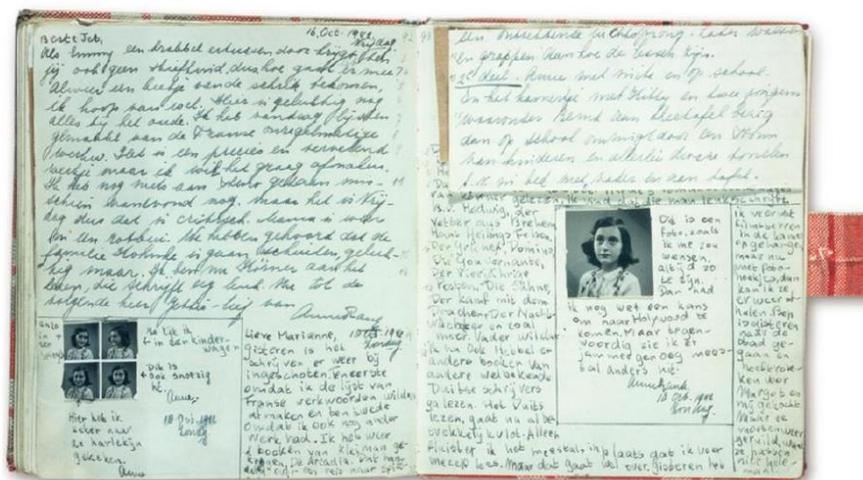
Diagram where the Frank family stayed, Secret Annex

BACKGROUND

Adolf Hitler had long support of hate with the Jewish people. During the World War I, Hitler came to power. He sent all Jews to a concentration camps or extermination camps. That was the Holocaust time when all Jews, Gypsies, Slavic peoples (Russians, and others), people with different religion were targeted and were slaughtered because they are not "fit" in Germany, when they arrive the camps; boys, girls, adults were separated. Between two and three million people Soviet Prisoners of war were murdered or died of starvation, disease, neglect, or maltreatment. Therefore, Anne Frank and her sister Margot died in the concentration camp because of typhus. Anne Frank was just 15 years old at the time of her death, one of more 1 million Jewish children who died in the Holocaust. The two sister's mother died too because of the

Holocaust. Otto Frank was the only member in the family that survived the tragic event. On July 18, 1945, he met two sisters who had been with Anne and Margot at Bergen-Belsen and delivered the tragic news of their deaths.

METAPHOR



REFERENCE

[Anne Frank Biography. \(n.d\). Retrieved from http://www.biography.com/people/anne-frank-9300892#synopsisom](http://www.biography.com/people/anne-frank-9300892#synopsisom)

[Anne Frank Biography. \(n.d\). Retrieved from https://en.wikipedia.org/wiki/Anne_Frank](https://en.wikipedia.org/wiki/Anne_Frank)

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Emily Murphy was born on March 14 1868 in Cookstown, Ontario and died on October 17 1933 in Edmonton, Alberta. She was a Magistrate, activist, jurist, and author. She was known for her activism and her role in the women's right movement. Murphy grew up under the influence of her father who was a successful businessman and property owner. Her parents gave the same responsibilities to their sons and their daughters. She spent a lot of time with her two older brothers which may have influenced her to want more from life than to be a housewife. Murphy's grandfather was a politician. One of Murphy's uncles was a senator and another was a supreme court justice.

Emily Murphy was one of the famous five involved in the 'person's case' in 1927 (Canada). Only white women could vote at this time, women were treated poorly (literally not as people, hence the reason for their cause). Women wanted to be eligible to sit in the senate. They told them that since women were not considered people they couldn't apply for the position. I think here is when Emily Murphy and the famous five decided that now was the time to fight back. They didn't want to back down because they knew what they were doing was right.



References:

Kome, Penney (1985). *Women of Influence: Canadian Women and Politics* (1st ed.). Toronto, Ontario: Doubleday Canada. pp. 31–32. ISBN 978-0-385-23140-4.

"Emily Murphy". *Heritage Minutes*. *Historica Canada*. Retrieved 28 May 2010.

"Emily Ferguson Murphy". *Celebrating Women's Achievements*. *Library and Archives Canada*. 2 October 2000. Retrieved 19 March 2013.

Bourrie, Mark (30 September 2012). "A pioneer in the war on pot". *National Post*. Toronto. Retrieved 18 December 2016.

Rosa Parks The First Lady Of Civil Rights

Wiki #1 – Pivotal Moment

Rosa had spent majority of her life for standing up for what she thought was right even if other people think its not. She refused to give up her seat to a white man on a bus she was sitting in the front because the back was designated for coloured people only, they are not supposed to sit in the front of the bus. She was then arrested and only spent less than 24 hours there, but still nobody wants to spend not even a day in jail. Her courageous act sparked the bus, which became a pivotal moment in the civil rights moment. Raymond parks went and picked her up from jail she told him about the time she spent their she got up to get a drink of water and the guard told her the drinking fountain was for white people only which had made her even more furious.

Wiki #2 – background

Before the incident with the bus boycott she was always dedicated to the civil rights moment, she strongly believed that black people got treated differently than the whites, And back in her time that was completely true even things occur in our time today. What really made her do what she did that day was based on her past and beliefs. When Rosa was only a child her grandparents were slaves when you're a child you don't really know the full effect in what is going on you just really understand the jiff of it she had to deal with seeing her loved ones hurt and in pain day to day, when Rosa attended school she had to walk all the way there while the whites got bussed to and from school, those events stuck with her until she grew old.

Wiki #3 – metaphor



Wiki #4 – Biography

The day Rosa parks refused her seat to a white man was the day she became the lady of civil rights and that was on December 1, 1995. That day a lot changed for

the world it helped to end segregation to public facilities. Rosa parks was born on February 4, 1913 she moved down to her grandfathers farm with her mother after her parents decided to separate. Rosa had not gotten to see her father when she was a child due to the separation and his working hours, she had seen him once when she was 5 and after that not seen him till she was grown and married. Rosa ended up not going to school for a couple years her mother had taught her at home, the school for black children didn't go past the sixth grade when she finished their she went to a private school for African American girls. In 1932 is when Rosa had found and met her husband Raymond Parks, he was a civil rights activist and encouraged black people to vote.

Wiki # 3 - References

https://en.wikipedia.org/wiki/Rosa_Parks

<http://www.biography.com/people/rosa-parks-9433715#early-life-and-education>
www.history.com/topics/black-history/rosa-parks

Tyler Joseph

Tyler Robert Joseph has struggled with severe depression and anxiety throughout his life. Tyler was influenced in his hometown of Columbus, Ohio when he realized that there could be others mentally suffering in silence, as he was. In 2007, he began channeling his negativity into creative energy. He was convinced he was the only one to feel the way he did, and only released the music to help himself. Joseph started by releasing a rap album titled *"No Phun Intended"* (2007) before releasing a self-titled (*Twenty One Pilots*) album in 2009. In his songs, he vividly expresses feelings of confusion and sadness. This opened him up, and obviously put him in a very vulnerable position. After the release of following albums *"Regional at Best"* (2011) and *"Vessel"* (2013), the bands popularity continued to increase. It was no longer about himself anymore, as he continued to heal with the help of his fans. More and more teenagers and young adults were speaking out to him because he seemed to explain the things they felt. Once he realized the power of his lyrical content, he continued to say things, speaking more confidently, about how sometimes it's okay to not be okay. The popularity became overwhelming, with chart topper after chart topper off of their newest album *"Blurryface"* (2015) which encapsulates the struggle with anxiety, and how it's like fighting another version of yourself that feels impossible to control. Through vulnerability, Tyler successfully altered the lives of people who once thought they were alone in going through the things they continue to battle daily. Someone who was once thought of as a "crazy suicidal head-case" continues to keep in contact with thousands, millions of people in that have time over relied on his words to keep them at ease. Though not the ideal hero, he has managed to ensure continental sanity (of worldwide followers) with the help of their band slogan:

Stay Alive |-/



Born	Tyler Robert Joseph December 1, 1988 (age 28) Columbus, Ohio , U.S.
Occupation	<ul style="list-style-type: none">• Singer-songwriter• multi-instrumentalist• record producer• rapper
Years active	2007–present
Spouse(s)	<ul style="list-style-type: none">• Jenna Black (m. 2015)
Musical career	
Genres	<ul style="list-style-type: none">• Alternative hip hop• rap rock• electropop• indie pop• rock
Instruments	<ul style="list-style-type: none">• Vocals• piano• keyboards• synthesizers• ukulele• bass
Labels	Fueled by Ramen



2011



2016

Quiz Questions

- 1.) What did Tyler use as a coping method while battling with anxiety and depression?
- 2.) Why is it important for him to inform others of his struggles?
- 3.) How did Tyler's vulnerability help save the lives of suicidal adolescents?
- 4.) Why didn't he stop after his first albums weren't widely successful?
- 5.) What does the album "*Blurryface*" (2015) encapsulate?



https://www.google.ca/search?q=twenty+one+pilots+concert&source=lnms&tbm=isch&sa=X&ved=0ahUKEwj0tezygv3SAhVL8WMKHVejCCwQ_AUICCG&biw=1600&bih=770#imgrc=YlzRiXorvXh3_M:

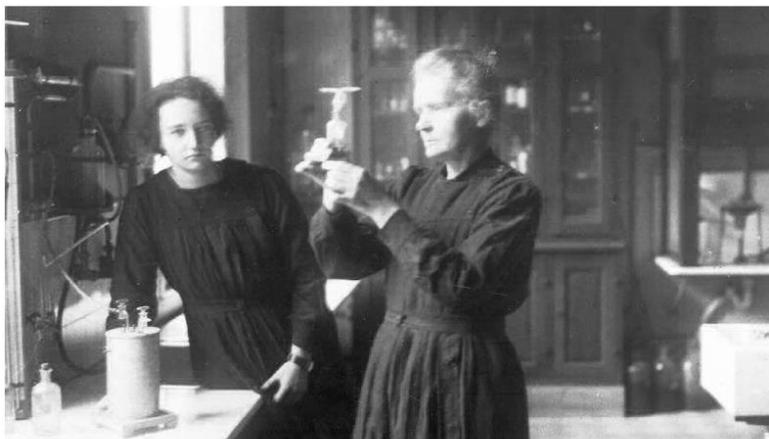
https://en.wikipedia.org/wiki/Tyler_Joseph

<https://www.youtube.com/watch?v=rmGjxbpw-Z0>

<https://www.youtube.com/watch?v=RQIHr3Tbo3w>

<http://www.famousbirthdays.com/people/tyler-joseph.html>

Marie Curie



1) Biography

Maria Salomea Skłodowska was born on November 7th, 1867 in Warsaw, Poland to parents Bronisława Boguska and Władysław Skłodowski. Early on in her life, her family lost property and belongings to a Polish uprising and later lost money due to a bad investment. Marie's father and grandfather were teachers and heavily influenced her desire to learn and pursue physics, which her father taught. When Marie was only seven years old, her oldest sister passed away from typhus. Three years later, her mother contracted tuberculosis and also passed. Needless to say, Maria had a very difficult start to her life. Despite the losses of her family members, she went on to accomplish many things in physics and chemistry including the discovery of two elements, Polonium and Radium. She won two Nobel Prizes thanks to her extensive research. Marie also developed equipment for X-rays during World War I and produced hollow needles containing radon, which sterilized infected tissue. An estimated one million wounded soldiers were helped by her X-ray units.

2) Pivotal Moment

Despite the hardships she faced, Marie refused to let her intelligence go to waste. She spent time tutoring and attended a Polish university that accepted women. Marie was always encouraged to continue her education by her father and was influenced by her mother, who operated a boarding school for girls before she passed. Both of her parents always supported their children's dreams and helped as much as they could. Marie suffered from depression after losing both her mother and sister, but didn't ever think of stopping her education. She wanted to be successful in memory of her mother and sister and believed that she was able to make crucial discoveries in science, which she did.

3) Background

Maria Skłodowska's father and grandfather were both teachers. Her father, Władysław Skłodowski, taught math and physics which she would also become involved in later on. Both men influenced Marie and encouraged her to pursue her education regardless of gender inequality in Poland at the time. The loss of Marie's mother and sister impacted her greatly, but she decided to use them to fuel her motivation. She went to France to continue her education where she barely got by, often fainting from hunger and freezing in the winters. France was where she met her husband Pierre Curie. They lived happily together until 1906 when Pierre was killed in an accident. Marie also won two Nobel Prizes in her life, one for physics and one for chemistry.

4) Metaphor

Radium- one of the elements Marie discovered. It glows in the dark similarly to her, she managed to push through her hardships and go on to "glow" in life.

5) References

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6) Quiz Questions

- 1) What two elements did Marie Curie discover?
- 2) Who was Marie most influenced by?
- 3) What two sciences did she specialize in?
- 4) How many Nobel Prizes did she win?
- 5) How many soldier's lives did she contribute to saving?

Rosa Parks

Background

In the early 1900s there was a certain law in Montgomery, Alabama stating that the first four rows on the bus were reserved for white people. There were “coloured sections” in the back of the bus, and black people could not sit across from white people on the same row. If the bus was also full of white people, black people needed to enter the front to pay the fare and then exit and enter in the back of the bus. Once when Rosa Park’s got on the bus to pay her fare the bus driver told her to enter through the back of the bus again, and when she tried he drove off without her.



“Discrimination is like a long winter you cannot warm up from.”

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Quiz Questions

1. Where in the United States did Rosa Parks get arrested?
2. Who named Rosa Parks “the mother of the freedom movement”?
3. Why was it such a big deal to not give up her bus seat?
4. What was the date that this event took place?
5. What did Rosa Parks accomplish through civil disobedience?

Freddie Mercury

Freddie Mercury was born in Stone Town, Sultanate of Zanzibar and moved to Middlesex, England with his family in his teens and ended up creating the band Queen with guitarist Brian May and drummer Roger Taylor. He was known for his fantastical talent of performing and songwriting and was a role model for many artists both aspiring and already successful in their career. His focus was singing but he also played piano for many of Queen's songs and did rhythm guitar on a few as well.

Freddie Mercury was an entertainer, and that's what he loved doing. He was a shy person but he put on an act when he needed to. His costumes on stage and flamboyant personality drew a lot of negative attention from the media. He stayed true to himself and his fans and felt that whether or not he was gay didn't matter, he was talented and that's why so many people looked up to him and his pivotal moment was continuing to do what he loved even after the criticism he faced.

Freddie Mercury was an extroverted true entertainer when on stage and performing. He was two different people because in reality he was very shy especially around people he didn't know very well. His flamboyance was frowned upon by the media but so many people loved it. He never officially came out and he was never a part of any LGBT causes. Freddie Mercury naturally spoke in a baritone range but mostly sang in a tenor range. He had a fantastic range and was an inspiration for many artists both then and now.



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6) Quiz Questions

- 1) What two elements did Marie Curie discover?
- 2) Who was Marie most influenced by?
- 3) What two sciences did she specialize in?
- 4) How many Nobel Prizes did she win?
- 5) How many soldier's lives did she contribute to saving?

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