Have you ever been taunted and shamed when you could not do something that everyone else seemed to be able to do easily (i.e., such as sports or get good grades)? How did you feel? Were you sad? Ashamed? Disappointed?

Ask youth if the story of Hannah reminds them of anything going on in the world today. Remind them that anxiety is a part of our lives and it is our job to learn to understand when it is happening while not letting it take over our lives.

**NOTE:** If you can add 30–45 minutes more to the schedule, divide the group into two teams, and create and present a dramatization entitled “Hannah’s Hurting Heart” based on the scripture. Encourage use of the supplied arts and crafts materials.

**I May Never (20 minutes)**

Give each teenager a small cup with five pennies in it. Invite them to reconsider the Hannah story and to identify several things that they are concerned will never happen for them (i.e., a date to the prom; live to be twenty-five years old; get into the college of their choice; have parents who love them; see their sibling get out of jail; make it out of their neighborhood alive).

Ask the group to sit in a circle and place a bowl (or lined basket) in the middle. Tell the youth that you are going to ask them to name one of their concerns and place a penny in the bowl to symbolize that concern. Begin the sharing process by giving a sample statement from your youth or something current using the phrase: “I may never ______________ because __________.” (Example: “I may never see Paris because I am afraid to fly.”)

After sharing, ask for a volunteer to go next and then continue around the circle to the right. Let participants know they can pass, but encourage them to share at least one experience since the classroom is a safe space and others may be encouraged by their experiences. Go around the circle at least five times to give youth an opportunity to share a variety of concerns.

In sharing, remind the group of the 3C Covenant that guides the study session and that we honor confidentiality, especially outside the classroom.

After everyone has had an opportunity to share, thank them for participating whether they shared or not. Let them know that just as Hannah found strength and comfort in sharing her pain with Eli, we too as Christians can find help from each other.

**A Tool to Manage Anxiety: Watch the Videos (30 minutes)**

Many times, young people can find strength and hope in their families and with their peers. However, there may be times that young people might be reluctant to share with others or they may be by themselves. There are exercises that promote comfort and healing to manage anxiety. In Session 1, we learned about energy medicine and used the Daily Energy Routine. (If time permits, have youth perform the Daily Energy Routine at this time.)

Understanding the body as an energetic system created by God is an exciting learning experience for youth, who are experiencing their bodies in new ways, learning how sensations are affected by their emotions, and recognizing the behaviors that come from uncontrolled feelings and the way the mind can help the body feel safe and secure. Managing the energetic pathways of the body, as God created it, is quite an adventure in understanding oneself. Youth should be encouraged to understand that God is always creating and helping us to expand our knowledge of creation. This section helps them to understand the energy patterns that make up the body to help us feel alert and freshly alive every day.

In this session, tell the group that they are going to learn about another exercise designed to help us manage our emotions, including anxiety, more easily. Explain that the Emotional Freedom Technique (EFT), also known as tapping, is a tool to help us overcome negative emotions and thought patterns and replace them with healing thoughts and healthy emotions.
EFT taps on what are called acupressure or meridian points (tapping points). By tapping on these points on the body, people find that they are able to relieve stress and frustrations. There are different variations of the tapping exercise. The one featured in the upcoming video uses nine points: side of the hand, forehead, side of eye, under the eye, under the nose, on the chin, on the collarbone, under the arm, and on the top of the head.

Walk the group through the tapping exercise by using the generic phrases below (which could work for any person in the group). Choose one consistent phrase for the complete tapping sequence.

(Side of hand) “I am capable,” or “I am a child of God,” or “I am able to think clearly” (especially for test anxiety).

(Forehead) “I am okay.” “I am capable,” or “I am a child of God,” or “I am able to think clearly.”

(Side of the eye) “It was just one test.” “I am capable,” or “I am a child of God,” or “I am able to think clearly.”

(Under the eye) “I will do better the next time.” “I am capable,” or “I am a child of God,” or “I am able to think clearly.”

(Under the nose) “I will get help from my teacher.” “I am capable,” or “I am a child of God,” or “I am able to think clearly.”

(On the chin) “I can review the material.” “I am capable,” or “I am a child of God,” or “I am able to think clearly.”

(On the collarbone) “I will get help from a friend.” “I am capable,” or “I am a child of God,” or “I am able to think clearly.”

(On the arm) “I am okay.” “I am capable,” or “I am a child of God,” or “I am able to think clearly.”

(On the top of the head) “I can and will do better.” “I am capable,” or “I am a child of God,” or “I am able to think clearly.”

Have youth repeat the tapping exercise on themselves a minimum of three times. The repetition supports the intention of creating new positive thoughts.

After reviewing the phrases and tapping points, show the following video, which shares an overview of the tapping process by Jessica Ortner (4:09 minutes): youtube.com/watch?v=pAclBdj20ZU. Allow time for youth to think about what they have seen and share their reflections on what was interesting, new, odd, or fearful.

Prepare the group to watch one or more of the additional videos about EFT listed below. Explain to the participants that God created a mind-body connection that causes us to be totally integrated—mind, body, emotions, and soul. We are beautiful! We are efficiently and effectively created to be a beautiful creation.

Additional EFT Videos
First option: This video encourages different affirmations that are led by a facilitator. Having one consistent phrase makes it easier to remember. “Tapping for Kids with Alison—Tapping to Start Your Day” (5:45 minutes), youtu.be/vnhR40dm3hc.

Second option: This video features a teen who guides other teens through an EFT routine focused on overcoming the feeling of being overwhelmed. “EFT HappiTapping—I can’t do this! For kids and teens!” (5:16 minutes), youtu.be/bNIo96RQ69c.

Third option: This video shows how using EFT techniques in schools has helped students. “EFT Tapping for Stress Relief in Classrooms—The Tapping Solution Foundation” (11:44 minutes), youtu.be/dPqQGsYFsX4.

For more information on research about the Emotional Freedom Technique and tapping go to: thetappingsolution.com/tapping-101.

Personalizing EFT
Lead a review of the nine tapping points as demonstrated by Jessica Ortner. You may wish to do this using the earlier statements on newsprint (about feeling sad about not doing well on a test). Then, give each participant a sheet of paper and ask them to think of a situation in their lives that they could reflect upon using EFT. Ask them to write a tapping statement for each of the nine tapping points while reflecting