Welcome and Get Acquainted
(10 minutes)
Greet each participant by name. Ask those who do not already have a name tag to make one. Provide an opportunity for everyone to say her or his name, especially if there are new participants. Also, invite all members to share something they have enjoyed since the last session (could be food, a phone call, or a joke), or within the past twenty-four hours.

Review the 3C Covenant with the class. Again, affirm the participation of each person in the sessions. Emphasize that the classroom is designed to be a safe space for sharing ideas, thoughts, and emotions. Everything that is heard is not to be repeated, even when names are changed. If desired, ask the group to make additions or provide clarity so that it is a covenant that they have created.

Centering Devotions
(10 minutes)
Invite participants to sit in a circle and join in singing a familiar hymn “God Will Take Care of You,” The United Methodist Hymnal, no. 130. (You may select an alternate song from other hymnals such as The Faith We Sing and Global Praise songbooks.) In lieu of singing, invite the group to take turns reading aloud a verse from the hymn and then talk about how that verse helps keep us feeling safe and secure with Jesus.

Share with the group how you as the leader have felt God taking care of you or taking care of someone in your family or friendship circle. Remind youth that God loves each of us and cares about everything that goes on in our lives. Ask if there is anyone who wants to share how they have felt God taking care of her or him. Say that through this sharing others might be encouraged or find hope in their lives.

Close the devotional time with a prayer, such as: God, thank you for caring about us. Thank you for the people who care about us. Help us to trust in you even when we feel anxious about what is going on in our lives. In Jesus’ name, Amen.

Museum of Anxiety-Producing Experiences
(15 minutes)
Introduce the group to the overview of various kinds of anxiety by sharing information from the reading “When Did You First Feel Anxious?” Emphasize that for youth their first experience with anxiety is often related to school. Ask participants to think about anxious moments in their lives (examples: driving a car, getting on an airplane, going to a new school, moving to a new town, etc.). Give them markers and construction paper and ask them to draw one or two pictures that depict these anxious moments. Using blue painter’s tape, ask them to post their artwork around the room or in a designated space.

After everyone has posted their artwork, ask the youth to wander around the room (without talking), looking at the posters that describe various experiences of anxiety.

Read the Scripture
(15 minutes)
Have youth return to their seats but move their chairs so they remain in their groups. Share that they are going to hear about a Bible character named Hannah who is feeling anxious because she cannot have a child. Say that disappointment can lead to anxiety in a person’s life. Next, ask for a volunteer to read Hannah’s story aloud from 1 Samuel 1:1–19 (go over the pronunciation of names with the reader prior to reading the passage). After hearing the passage, give each participant a sheet of paper. Ask youth to work in pairs to reread the scripture and identify different emotions that might have been exhibited in the passage by Hannah, Peninnah, Elkanah, and Eli. Also, ask youth if they are familiar with the scripture; if yes, did they learn anything new? If not, what really stood out for them?

Bring the groups back together and discuss these questions: Why was Hannah upset? When have you been so upset that you wanted to just cry? When have your tears or your actions been mistaken for something else (i.e., Eli thought Hannah was drunk)?
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.