

Anxiety and Panic Skills Workbook for Adolescents

Recognizing anxiety patterns and building a plan for panic • Approximately ages 13 to 17

My name _____ Date started _____

This workbook is an educational tool for learning about anxiety, recognizing patterns, and practicing coping skills. Use pages in any order. It cannot diagnose a condition or replace care from a health professional.



Understanding anxiety and panic

Anxiety can affect school, sleep, relationships, and activities. Panic can bring a sudden surge of fear and physical symptoms. New, severe, or unusual symptoms need medical assessment.

When anxiety tends to show up

Physical clues I notice

Thoughts that show up



My panic map

Use this page after an episode if writing during one is too much.

Before	During	After

What helped me get through it



My coping card

Name it, notice your surroundings, press your feet into the floor, and breathe gently with an unforced longer exhale. Reach out to a trusted person.

My early warning signs

A grounding strategy I can try

A person I can contact

A phrase I can try: "This feels intense. I can ask for support and take one step at a time."



Thoughts, feelings, actions

When anxiety is high, a feared prediction can feel certain. Explore it with curiosity.

Situation	Feared prediction	A balanced possibility	A helpful action



Small safe steps

Avoidance can grow over time. With a trusted adult or clinician, choose gradual steps for ordinary, safe situations. Never practice in an actually unsafe situation.

A safe situation I avoid

One small step I can try

Support I will ask for



My support plan

You can ask a trusted adult, counselor, or clinician for help when anxiety changes your daily life.

Person or place	What I can ask for	How to reach them



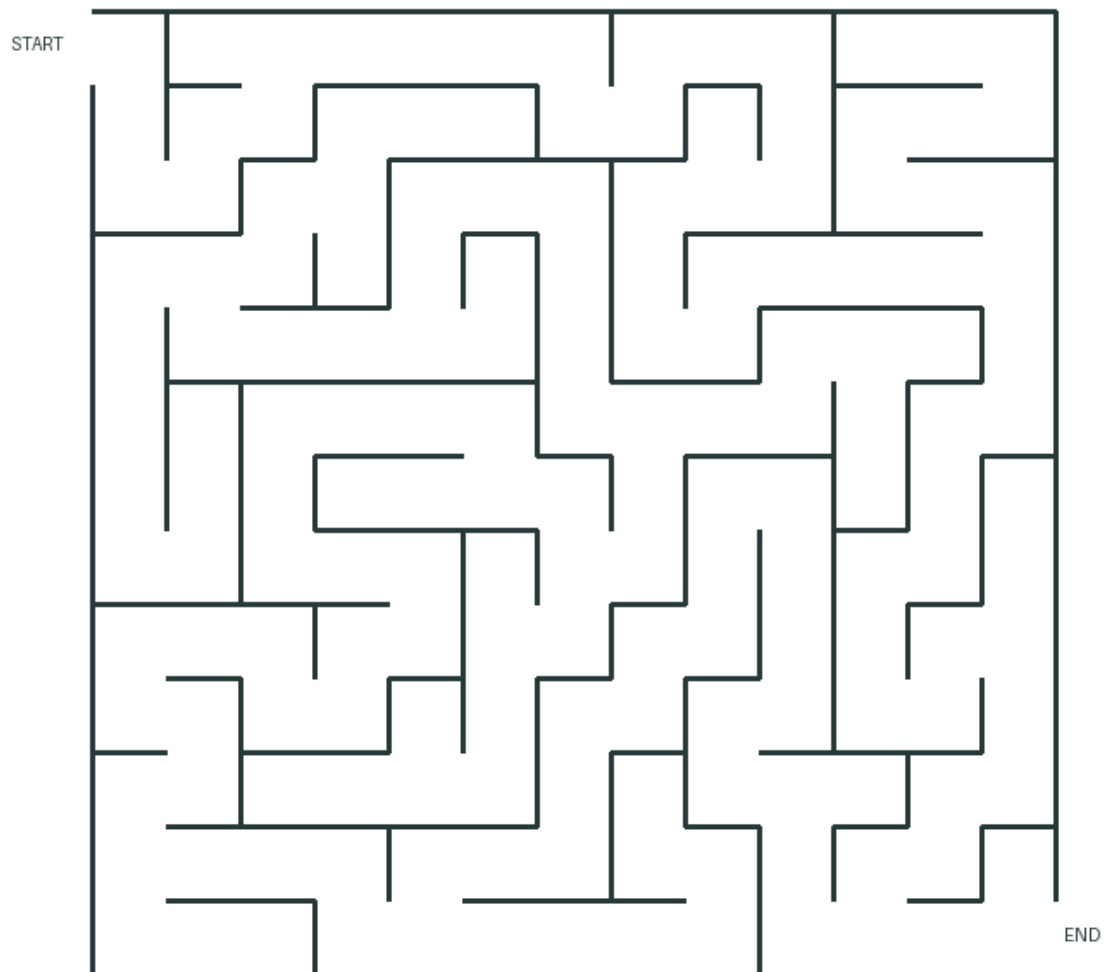
Draw a grounding symbol

Sketch something that helps you pause and reconnect with the present.



A quiet maze

Trace the path at your own pace.



When to seek more help

New, severe, or unusual chest pain, breathing difficulty, fainting, or other concerning physical symptoms need prompt medical assessment. Do not assume they are panic. If symptoms are disrupting life, talk with a clinician.

If you are in immediate danger or cannot stay safe, call 911 or go to an emergency department. In the United States, call or text 988 for emotional crisis support. Children and teens should tell a trusted adult right away.



30 day guided journal

These prompts come from the source document. Use them in any order or leave pages blank.

Day 1

What does anxiety feel like in your body?

Day 2

What situations trigger your anxiety most often?



Day 3

What does a panic attack feel like for you?

Day 4

What thought shows up most often when you are anxious?



Day 5

Write a balanced response to that thought.

Day 6

What helps you feel grounded?



Day 7

What is one small, safe brave step you can take this week?

Day 8

What do you avoid when you are anxious?



Day 9

How does avoidance help in the short term? How does it affect you later?

Day 10

Who understands your anxiety best?



Day 11

What do you need from a trusted adult?

Day 12

What is one school support that would help?



Day 13

What does anxiety make harder in your relationships?

Day 14

What boundary would help protect your energy?



Day 15

What helps you sleep when you are worried?

Day 16

What is one thing you can control today?



Day 17

What is outside your control today?

Day 18

What does self-compassion sound like for you?



Day 19

What physical activity or movement helps reduce tension?

Day 20

What music, place, person, or activity helps you reset?



Day 21

Describe a time you handled anxiety better than expected.

Day 22

What did that experience teach you?



Day 23

What is one fear-based prediction you can question?

Day 24

What is a more realistic possibility?



Day 25

What would you tell a friend having a panic attack?

Day 26

What can you tell yourself during a panic attack?



Day 27

What support do you need this week?

Day 28

What is one value or goal anxiety has made harder to follow?



Day 29

What is one small action you can take toward that value or goal?

Day 30

Finish this sentence:



30 day mood and anxiety tracker

A brief record may help you notice patterns. Stop tracking if it increases worry.

Day	Mood	Worry 0–5	What helped
1			
2			
3			
4			
5			



ANXIETY / PANIC SKILLS / ADOLESCENTS

Day	Mood	Worry 0–5	What helped
6			
7			
8			
9			
10			



ANXIETY / PANIC SKILLS / ADOLESCENTS

Day	Mood	Worry 0–5	What helped
11			
12			
13			
14			
15			



ANXIETY / PANIC SKILLS / ADOLESCENTS

Day	Mood	Worry 0–5	What helped
16			
17			
18			
19			
20			



ANXIETY / PANIC SKILLS / ADOLESCENTS

Day	Mood	Worry 0-5	What helped
21			
22			
23			
24			
25			



ANXIETY / PANIC SKILLS / ADOLESCENTS

Day	Mood	Worry 0–5	What helped
26			
27			
28			
29			
30			



Closing reflection

There is no deadline for this page.

A pattern I noticed

A skill that helped

What remains difficult

One realistic next step

Further reading: National Institute of Mental Health, Panic Disorder; American Academy of Pediatrics, HealthyChildren.org anxiety resources; Newcastle Hospitals NHS, Coping with Panic Attacks for Children and Young People.

