

ANXiETY >>>

SMALL GROUP CURRICULUM



MIDDLE SCHOOL 6TH - 8TH

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BINDER SPINES



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ANXIETY SMALL GROUP

ASCA MINDSETS & BEHAVIORS:

Category 1: Mindset Standards

- M1: Belief in development of whole self, including a healthy balance of mental, social/emotional, and physical well-being.
- M 2. Sense of acceptance, respect, support and inclusion for self and others in the school environment.
- M 3. Positive attitude toward work and learning.

Category 2: Behavior Standards

- B-SMS 2: Self-discipline and self-control.
- B-SMS 7: Effective coping skills.
- B-SS 9: Social maturity and behaviors appropriate to the situation and environment.

GENERAL DIRECTIONS:

- I recommend having 6-8 students participate in group.
- I recommend meeting weekly for 10 weeks for 30-minute sessions.
- This group is flexible to meet the needs and developmental level of your students. You can implement all 10 sessions in the order presented. Or you may change the order of sessions, pick and choose certain sessions, or add in your own materials.
- To select students for group, use your data! Use your [needs assessment data](#), teacher referrals, parent referrals, and school data (i.e. discipline referrals, progress reports, test scores, etc.).
- Give the included teacher referral form to your teachers.
- Once you have selected your students, send home the parent letter. Some districts require parent permission to participate in group and others do not. Both an English and Spanish version are included.
- Editable versions of all the forms are included in a separate file in the zip folder.
- Hall passes, reminders, and an attendance chart are provided.
- A student workbook is included that students will work from in each session. Please provide one to each student. Both full color and black/white versions are included.
- A detailed session plan is included for each session as well as all the instructional materials you will need. Student activities are provided in full color and black/white.
- Each session is aligned to the ASCA Mindsets & Behaviors.
- A pretest is included in Session 2 and a posttest is included in Session 10. Use this data to show student growth and progress.
- Questions? Please contact me any time at laura@musiccitycounselor.com. I'm here to help!

SESSION OUTLINE:

- Session 1: Introductions & Icebreakers
- Session 2: Anxiety & the Amygdala
- Session 3: Anxiety Feels Like...
- Session 4: Anxiety Triggers
- Session 5: The 5 Levels of Anxiety
- Session 6: Rating Anxiety Triggers
- Session 7: Calm Looks Like...
- Session 8: Calm Feels Like...
- Session 9: Using Coping Skills
- Session 10: Group Closure & Reflection

***IMPORTANT NOTE:** This group is flexible. You may change the order of sessions, pick and choose certain sessions, or add in your own materials.*

GROUP FORMS

NOTE: Editable versions of these forms are included in the zip folder.

TEACHER REFERRAL FORM

group counseling

Teacher Name: _____

Grade Level: _____

I will be facilitating a small group called "The Calm Crew." We will focus on coping with anxiety and worry. We will meet once/week for 30 minutes for 10 weeks. Your referrals help me ensure that my services are needed and relevant for our students. Please fill out this form to let me know which students would be the best fit for this group, and which day/time work best for your classroom schedule.

Thank you for your time and effort!

Please contact me any time with questions or suggestions. I'm here to help!

- School Counselor



Student Name:	Preferred Day/Time to Meet:	Comments:

TEACHER REFERRAL FORM

group counseling

Teacher Name: _____

Grade Level: _____

I will be facilitating a small group called "The Calm Crew." We will focus on coping with anxiety and worry. We will meet once/week for 30 minutes for 10 weeks. Your referrals help me ensure that my services are needed and relevant for our students. Please fill out this form to let me know which students would be the best fit for this group, and which day/time work best for your classroom schedule.

Thank you for your time and effort!

Please contact me any time with questions or suggestions. I'm here to help!

- School Social Worker



Student Name:	Preferred Day/Time to Meet:	Comments:

TEACHER REFERRAL FORM

group counseling

Teacher Name: _____

Grade Level: _____

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Thank you for your time and effort!

Please contact me any time with questions or suggestions. I'm here to help!

- School Psychologist



Student Name:	Preferred Day/Time to Meet:	Comments:

TEACHER REFERRAL FORM

group counseling

Teacher Name: _____

Grade Level: _____

I will be facilitating a small group called "The Calm Crew." We will focus on coping with anxiety and worry. We will meet once/week for 30 minutes for 10 weeks. Your referrals help me ensure that my services are needed and relevant for our students. Please fill out this form to let me know which students would be the best fit for this group, and which day/time work best for your classroom schedule.

Thank you for your time and effort!

Please contact me any time with questions or suggestions. I'm here to help!

- School Counselor



Student Name:	Preferred Day/Time to Meet:	Comments:

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Teacher Name: _____

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Please contact me any time with questions or suggestions. I'm here to help!

- School Social Worker



Student Name:	Preferred Day/Time to Meet:	Comments:

TEACHER REFERRAL FORM

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Teacher Name: _____

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I will be facilitating a small group called "The Calm Crew." We will focus on coping with anxiety and worry. We will meet once/week for 30 minutes for 10 weeks. Your referrals help me ensure that my services are needed and relevant for our students. Please fill out this form to let me know which students would be the best fit for this group, and which day/time work best for your classroom schedule.

Thank you for your time and effort!

Please contact me any time with questions or suggestions. I'm here to help!

- School Psychologist



Student Name:	Preferred Day/Time to Meet:	Comments:

FROM THE DESK OF THE School Counselor

Dear Caregiver, _____

Your child _____ has been referred to participate in a small group with their School Counselor called "The Calm Crew." This group will focus on coping with anxiety and worry.

Our group will meet for a total of 10 weeks starting on _____.
We will meet for 30 minutes on _____ at _____.

Students will learn:

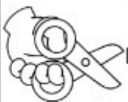
- The brain science behind anxiety
- The physical manifestations of anxiety
- How anxiety feels
- To identify and understand their anxiety triggers
- To effectively cope with and manage anxiety

This group is optional, but highly recommended. Please fill out the permission form below and return it to your child's teacher.

Please don't hesitate to contact me any time at _____ with questions, comments, or suggestions. I'm here to help!

Thank you so much,

School Counselor



Student Name: _____

Caregiver Name: _____

☐ Yes, I give permission for my child to participate in group.

☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: _____

FROM THE DESK OF THE school social worker

Dear Caregiver, _____

Your child _____ has been referred to participate in a small group with their School Social Worker called "The Calm Crew." This group will focus on coping with anxiety and worry.

Our group will meet for a total of 10 weeks starting on _____.
We will meet for 30 minutes on _____ at _____.

Students will learn:

- The brain science behind anxiety
- The physical manifestations of anxiety
- How anxiety feels
- To identify and understand their anxiety triggers
- To effectively cope with and manage anxiety

This group is optional, but highly recommended. Please fill out the permission form below and return it to your child's teacher.

Please don't hesitate to contact me any time at _____ with questions, comments, or suggestions. I'm here to help!

Thank you so much,

School Social Worker



Student Name: _____

Caregiver Name: _____

☐ Yes, I give permission for my child to participate in group.

☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: _____

FROM THE DESK OF THE school psychologist

Dear Caregiver, _____

Your child _____ has been referred to participate in a small group with their School Psychologist called "The Calm Crew." This group will focus on coping with anxiety and worry.

Our group will meet for a total of 10 weeks starting on _____.
We will meet for 30 minutes on _____ at _____.

Students will learn:

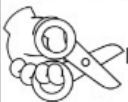
- The brain science behind anxiety
- The physical manifestations of anxiety
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- To effectively cope with and manage anxiety

This group is optional, but highly recommended. Please fill out the permission form below and return it to your child's teacher.

Please don't hesitate to contact me any time at _____ with questions, comments, or suggestions. I'm here to help!

Thank you so much,

School Psychologist



Student Name: _____

Caregiver Name: _____

☐ Yes, I give permission for my child to participate in group.

☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: _____

FROM THE DESK OF THE School Counselor

Dear Caregiver, _____

Your child _____ has been referred to participate in a small group with their School Counselor called "The Calm Crew." This group will focus on coping with anxiety and worry.

Our group will meet for a total of 10 weeks starting on _____.
We will meet for 30 minutes on _____ at _____.

Students will learn:

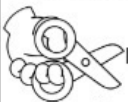
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- How anxiety feels
- To identify and understand their anxiety triggers
- To effectively cope with and manage anxiety

This group is optional, but highly recommended. Please fill out the permission form below and return it to your child's teacher.

Please don't hesitate to contact me any time at _____ with questions, comments, or suggestions. I'm here to help!

Thank you so much,

School Counselor



Student Name: _____

Caregiver Name: _____

☐ Yes, I give permission for my child to participate in group.

☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: _____

FROM THE DESK OF THE School Social Worker

Dear Caregiver, _____

Your child _____ has been referred to participate in a small group with their School Social Worker called "The Calm Crew." This group will focus on coping with anxiety and worry.

Our group will meet for a total of 10 weeks starting on _____.
We will meet for 30 minutes on _____ at _____.

Students will learn:

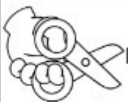
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- To effectively cope with and manage anxiety

This group is optional, but highly recommended. Please fill out the permission form below and return it to your child's teacher.

Please don't hesitate to contact me any time at _____ with questions, comments, or suggestions. I'm here to help!

Thank you so much,

School Social Worker



Student Name: _____

Caregiver Name: _____

☐ Yes, I give permission for my child to participate in group.

☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: _____

FROM THE DESK OF THE school psychologist

Dear Caregiver, _____

Your child _____ has been referred to participate in a small group with their School Psychologist called "The Calm Crew." This group will focus on coping with anxiety and worry.

Our group will meet for a total of 10 weeks starting on _____.
We will meet for 30 minutes on _____ at _____.

Students will learn:

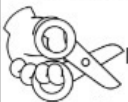
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- The physical manifestations of anxiety
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- To effectively cope with and manage anxiety

This group is optional, but highly recommended. Please fill out the permission form below and return it to your child's teacher.

Please don't hesitate to contact me any time at _____ with questions, comments, or suggestions. I'm here to help!

Thank you so much,

School Psychologist



Student Name: _____

Caregiver Name: _____

☐ Yes, I give permission for my child to participate in group.

☐ No, I don't give permission for my child to participate in group.

Caregiver Signature: _____

DESDE EL ESCRITORIO DE LA consejera escolar

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su consejera escolar que se llama "The Calm Crew." Este grupo se centrará en el manejo de la ansiedad.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____.
Nos reuniremos por 30 minutos el _____ a las _____.

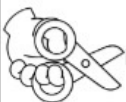
Los estudiantes aprenderán:

- La ciencia del cerebro detrás de la ansiedad
- Las manifestaciones físicas de la ansiedad
- Cómo se siente la ansiedad
- Identificar y comprender sus desencadenantes de ansiedad
- Afrontar y manejar la ansiedad de manera efectiva

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al _____ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudar!

Muchas gracias,

Consejera Escolar



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DEL consejero escolar

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su consejero escolar que se llama "The Calm Crew." Este grupo se centrará en el manejo de la ansiedad.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____.
Nos reuniremos por 30 minutos el _____ a las _____.

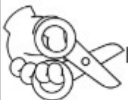
Los estudiantes aprenderán:

- La ciencia del cerebro detrás de la ansiedad
- Las manifestaciones físicas de la ansiedad
- Cómo se siente la ansiedad
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Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al _____ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudar!

Muchas gracias,

Consejero Escolar



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DE LA

trabajadora social

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su trabajadora social que se llama "The Calm Crew." Este grupo se centrará en el manejo de la ansiedad.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____.
Nos reuniremos por 30 minutos el _____ a las _____.

Los estudiantes aprenderán:

- La ciencia del cerebro detrás de la ansiedad
- Las manifestaciones físicas de la ansiedad
- Cómo se siente la ansiedad
- Identificar y comprender sus desencadenantes de ansiedad
- Afrontar y manejar la ansiedad de manera efectiva

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al _____ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudar!

Muchas gracias,

Trabajadora Social



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DEL

trabajador social

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su trabajador social que se llama "The Calm Crew." Este grupo se centrará en el manejo de la ansiedad.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____.
Nos reuniremos por 30 minutos el _____ a las _____.

Los estudiantes aprenderán:

- La ciencia del cerebro detrás de la ansiedad
- Las manifestaciones físicas de la ansiedad
- Cómo se siente la ansiedad
- Identificar y comprender sus desencadenantes de ansiedad
- Afrontar y manejar la ansiedad de manera efectiva

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al _____ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudar!

Muchas gracias,

Trabajador Social



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DE LA

psicóloga escolar

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su psicóloga escolar que se llama "The Calm Crew." Este grupo se centrará en el manejo de la ansiedad.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____.
Nos reuniremos por 30 minutos el _____ a las _____.

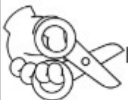
Los estudiantes aprenderán:

- La ciencia del cerebro detrás de la ansiedad
- Las manifestaciones físicas de la ansiedad
- Cómo se siente la ansiedad
- Identificar y comprender sus desencadenantes de ansiedad
- Afrontar y manejar la ansiedad de manera efectiva

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al _____ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudar!

Muchas gracias,

Psicóloga Escolar



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DEL psicólogo escolar

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su psicólogo escolar que se llama "The Calm Crew." Este grupo se centrará en el manejo de la ansiedad.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____.
Nos reuniremos por 30 minutos el _____ a las _____.

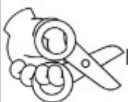
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- Cómo se siente la ansiedad
- Identificar y comprender sus desencadenantes de ansiedad
- Afrontar y manejar la ansiedad de manera efectiva

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al _____ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudar!

Muchas gracias,

Psicólogo Escolar



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DE LA consejera escolar

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su consejera escolar que se llama "The Calm Crew." Este grupo se centrará en el manejo de la ansiedad.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____.
Nos reuniremos por 30 minutos el _____ a las _____.

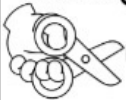
Los estudiantes aprenderán:

- La ciencia del cerebro detrás de la ansiedad
- Las manifestaciones físicas de la ansiedad
- Cómo se siente la ansiedad
- Identificar y comprender sus desencadenantes de ansiedad
- Afrontar y manejar la ansiedad de manera efectiva

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al _____ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudar!

Muchas gracias,

Consejera Escolar



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DEL CONSEJERO ESCOLAR

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su consejero escolar que se llama "The Calm Crew." Este grupo se centrará en el manejo de la ansiedad.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____.
Nos reuniremos por 30 minutos el _____ a las _____.

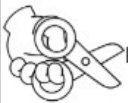
Los estudiantes aprenderán:

- La ciencia del cerebro detrás de la ansiedad
- Las manifestaciones físicas de la ansiedad
- Cómo se siente la ansiedad
- Identificar y comprender sus desencadenantes de ansiedad
- Afrontar y manejar la ansiedad de manera efectiva

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al _____ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudar!

Muchas gracias,

Consejero Escolar



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DE LA trabajadora social

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su trabajadora social que se llama "The Calm Crew." Este grupo se centrará en el manejo de la ansiedad.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____.
Nos reuniremos por 30 minutos el _____ a las _____.

Los estudiantes aprenderán:

- La ciencia del cerebro detrás de la ansiedad
- Las manifestaciones físicas de la ansiedad
- Cómo se siente la ansiedad
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- Afrontar y manejar la ansiedad de manera efectiva

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al _____ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudar!

Muchas gracias,

Trabajadora Social



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DEL trabajador social

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su trabajador social que se llama "The Calm Crew." Este grupo se centrará en el manejo de la ansiedad.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____.
Nos reuniremos por 30 minutos el _____ a las _____.

Los estudiantes aprenderán:

- La ciencia del cerebro detrás de la ansiedad
- Las manifestaciones físicas de la ansiedad
- Cómo se siente la ansiedad
- Identificar y comprender sus desencadenantes de ansiedad
- Afrontar y manejar la ansiedad de manera efectiva

Este grupo es opcional, pero muy recomendable. Por favor complete el formulario de permiso a continuación y devuélvalo al maestro de su hijo. No dude en ponerse en contacto conmigo en cualquier momento al _____ si tiene preguntas, comentarios o sugerencias. ¡Estoy aquí para ayudar!

Muchas gracias,

Trabajador Social



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

DESDE EL ESCRITORIO DE LA psicóloga escolar

Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su psicóloga escolar que se llama "The Calm Crew." Este grupo se centrará en el manejo de la ansiedad.

Nuestro grupo se reunirá por un total de 10 semanas a partir del _____.
Nos reuniremos por 30 minutos el _____ a las _____.

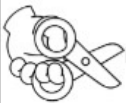
Los estudiantes aprenderán:

- La ciencia del cerebro detrás de la ansiedad
- Las manifestaciones físicas de la ansiedad
- Cómo se siente la ansiedad
- Identificar y comprender sus desencadenantes de ansiedad
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Muchas gracias,

Psicóloga Escolar



Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

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Queridos Padres de Familia, _____

Su hijo/a _____ ha sido recomendado para participar en un grupo pequeño con su psicólogo escolar que se llama "The Calm Crew." Este grupo se centrará en el manejo de la ansiedad.

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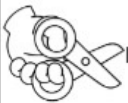
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Muchas gracias,

Psicólogo Escolar



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Nombre del Padre de Familia: _____

☐ Sí, doy permiso para que mi hijo/a participe en el grupo.

☐ No, no doy permiso para que mi hijo participe en el grupo.

Firma: _____

THE CALM CREW

reminder



Hi _____!

I'm looking forward to seeing
you for group on _____
at _____.

- _____
School Counselor

© Music City Counselor

THE CALM CREW

reminder



Hi _____!

I'm looking forward to seeing
you for group on _____
at _____.

- _____
School Counselor

© Music City Counselor

THE CALM CREW

reminder



Hi _____!

I'm looking forward to seeing
you for group on _____
at _____.

— _____
School Social Worker

© Music City Counselor

THE CALM CREW

reminder



Hi _____!

I'm looking forward to seeing
you for group on _____
at _____.

— _____
School Social Worker

© Music City Counselor

THE CALM CREW

reminder



Hi _____!

I'm looking forward to seeing
you for group on _____
at _____.

— _____
School Psychologist

© Music City Counselor

THE CALM CREW

reminder



Hi _____!

I'm looking forward to seeing
you for group on _____
at _____.

— _____
School Psychologist

© Music City Counselor

THE CALM CREW

reminder



Hi _____!

I'm looking forward to seeing
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at _____.

— _____
School Counselor

© Music City Counselor

THE CALM CREW

reminder



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at _____.

— _____
School Counselor

© Music City Counselor

THE CALM CREW

reminder



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— _____
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© Music City Counselor

THE CALM CREW

reminder



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© Music City Counselor

THE CALM CREW

reminder



Hi _____!

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you for group on _____
at _____.

— _____

School Psychologist

© Music City Counselor

THE CALM CREW

reminder



Hi _____!

I'm looking forward to seeing
you for group on _____
at _____.

— _____

School Psychologist

© Music City Counselor

THE CALM CREW

hall pass



© Music City Counselor

THE CALM CREW

hall pass



© Music City Counselor

THE CALM CREW

hall pass



© Music City Counselor

THE CALM CREW

hall pass



© Music City Counselor

THE CALM CREW

hall pass



© Music City Counselor

THE CALM CREW

hall pass



© Music City Counselor

THE CALM CREW

hall pass



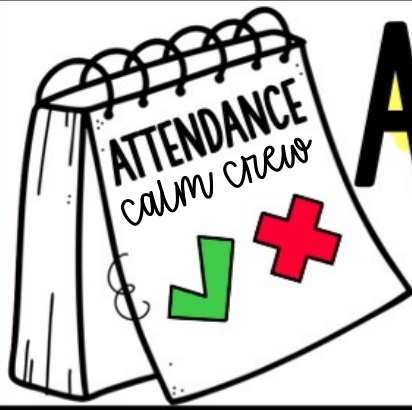
© Music City Counselor

THE CALM CREW

hall pass



© Music City Counselor



ATTENDANCE CHART

calm crew

Week	Student Name _____	Student Name _____	Student Name _____	Student Name _____	Student Name _____	Student Name _____	Student Name _____	Student Name _____
Week 1								
Week 2								
Week 3								
Week 4								
Week 5								
Week 6								
Week 7								
Week 8								
Week 9								
Week 10								

FULL COLOR WORKBOOK

Please print one of these workbooks for each student and have it available to them at each session.



Student Name: _____

Counselor Name: _____

THE CALM CREW

workbook

FEELINGS

check-in



© Music City Counselor



Happy



Sad



Angry



Calm



Tired



Anxious



Hurt



Excited



Stressed



Annoyed



Content



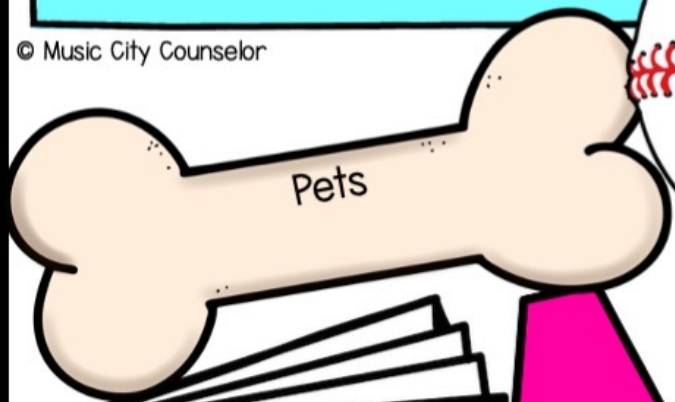
Bored ₂

ALL ABOUT *me*



My name is

© Music City Counselor



Pets



PASSPORT

Places I'd like to travel



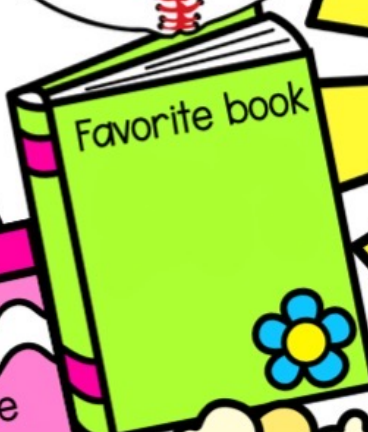
Favorite hobby



Favorite ice cream



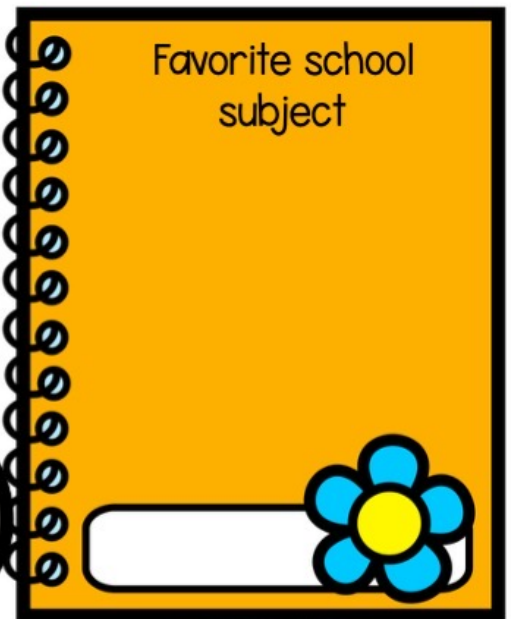
Favorite sport



Favorite book



Favorite snack



Favorite school subject



When I grow up...



Favorite season



My family

Name: _____

SMALL GROUP

PRE-SURVEY



I can define anxiety.



I can name the 3 places where anxiety manifests.



I can explain how anxiety works in the brain.



I can identify the physical signs of anxiety.



I can describe how anxiety feels in my body.



I can define anxiety triggers.



I can name my anxiety triggers.



I can describe and identify the 5 levels of anxiety.



I can define calm.



I can identify the physical signs of calm.



I can define coping skills.



I can explain why coping strategies are helpful.



I can practice and use 12 coping skills.



SMALL GROUP: *the deets*

GROUP PURPOSE >>>

This is a safe, supportive place where you can share about anxiety and practice skills to grow your confidence and sense of calm. One of the hardest parts of anxiety is feeling like you're the only one struggling. Here in group, you'll see others have similar worries, feelings, and experiences as you do! You'll learn practical tools you can use right away! The goal isn't to get rid of anxiety, but to learn to manage and control it.

CONFIDENTIALITY >>>

What you say in here, stays in here!

UNLESS:

- Someone is hurting you.
- You are hurting someone else.
- You are hurting yourself.
- You give me permission to share.

GROUP GOALS >>>

1. To define and identify anxiety.
2. To understand how anxiety is processed in the brain.
3. To learn and practice coping skills.
4. To build self-confidence and self-awareness.

GROUP RULES >>>

1. What's shared here, stays here. We respect privacy. Personal stories shared in group are not repeated outside this room.
2. Respect others. Be kind, accepting, and supportive. Do not judge.
3. One person talks at a time. Listen when someone is speaking. Do not interrupt.
4. Everyone belongs. Different feelings, identities, thoughts, and experiences are welcome here.

IN GROUP, YOU'LL FEEL >>>

This group will make you feel:

- Understood
- Supported
- Equipped
- Confident
- Capable



WHAT IS ANXIETY?

DEFINITION >>>

Anxiety is a feeling of worry, nervousness, or fear. It's your brain and body's way of trying to protect you when something feels stressful, uncertain, or challenging.

MANIFESTS IN YOUR THOUGHTS >>>

Your thoughts can become fast, racing, negative, and worried. You might expect the worst to happen, overthink, focus on the "what ifs," and doubt yourself.



MANIFESTS IN YOUR BODY >>>

Your body often notices anxiety first. Common physical signs include a fast heartbeat, tight muscles, shaky hands, stomachaches, nausea, and sweatiness.



MANIFESTS IN YOUR CHOICES >>>

Anxiety can influence your decisions. It can push you to avoid situations that feel uncomfortable, say "no" to new experiences, stay quiet, procrastinate, and seek reassurance.



ANXIETY PHYSICAL manifestations

- Fast, pounding heartbeat
- Tight chest, trouble breathing
- Sweaty, shaky hands
- Stomachache, nausea
- Feeling like you might throw up
- Headache
- Muscle tension, especially in the shoulders, jaw, and neck
- Feeling tired and weak
- Dizziness, lightheadedness
- Restlessness
- Fidgeting, trouble sitting still
- Feeling hot or cold suddenly

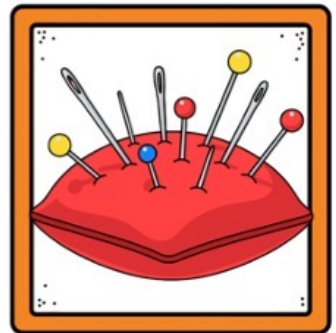




BODY MAP

DIRECTIONS >>>

Choose the objects that represent your anxiety. Cut and paste them onto the parts of the body where you feel them most.



ANXIETY TRIGGERS

DEFINITION >>>

Anxiety triggers are things that make your anxiety start or get stronger. They can be a situation, thought, place, sound, or feeling that make your brain think something is wrong, even if you are actually safe. Triggers "sound the alarm" in your amygdala. They are different for everyone. What feels stressful to one person might not bother someone else at all! Some triggers are big and some are small.

COMMON TRIGGERS >>>

- Taking tests or quizzes
- Fear of failing or making a mistake
- Public speaking
- Friendship drama or conflict
- Feeling left out
- Talking to new people
- Performing in music, theater, or dance
- Comparing yourself to others
- Worrying about the future
- New classes, teachers, or schools
- Changes in routine
- Family conflict
- Loud noises
- Crowds

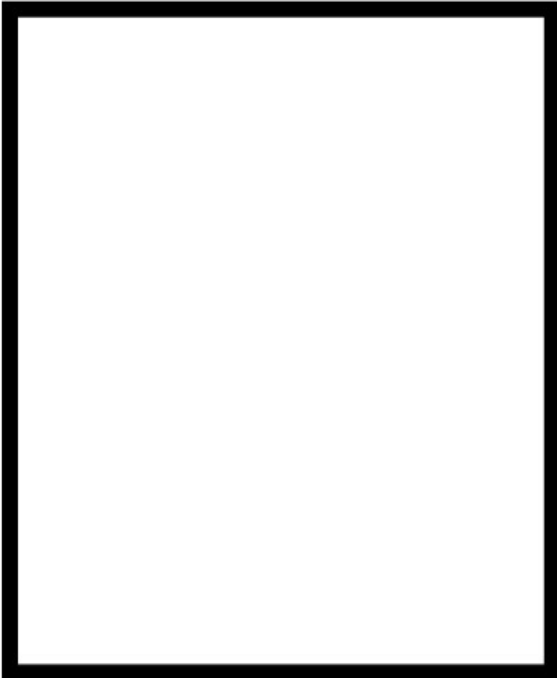


MY TRIGGERS >>>

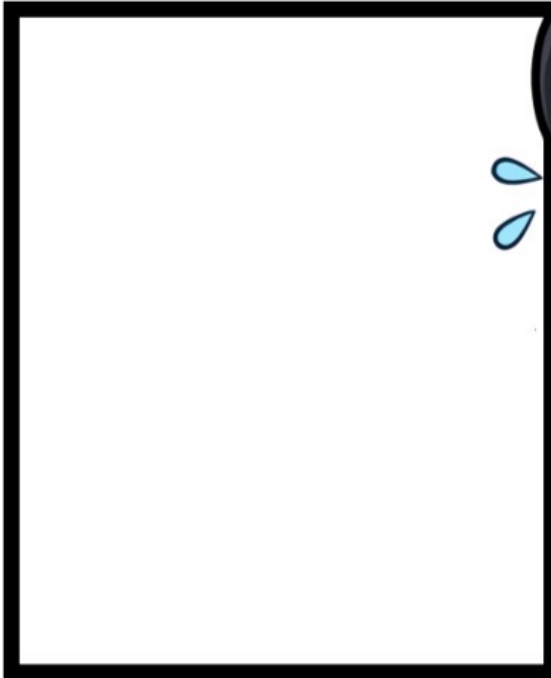
DIRECTIONS >>>

Glue your top 4 anxiety triggers onto the rectangles.

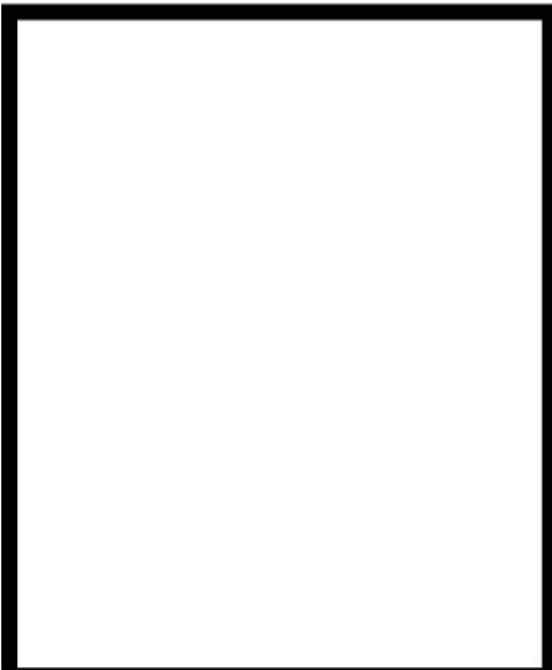
MY #1 TRIGGER



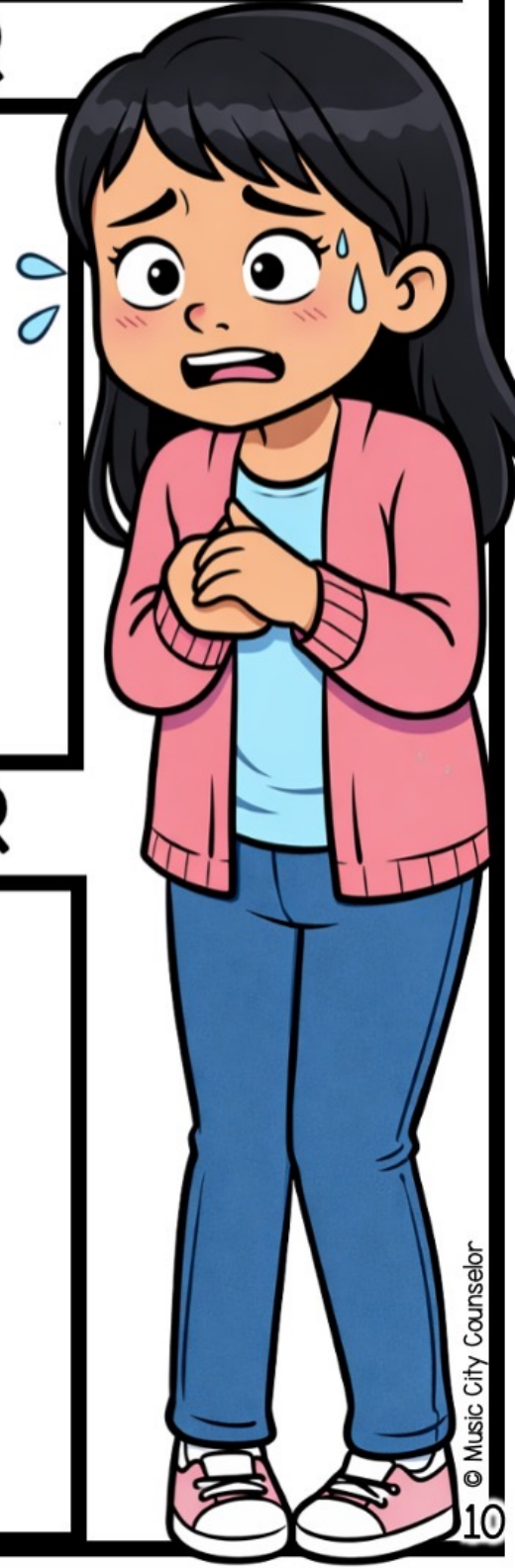
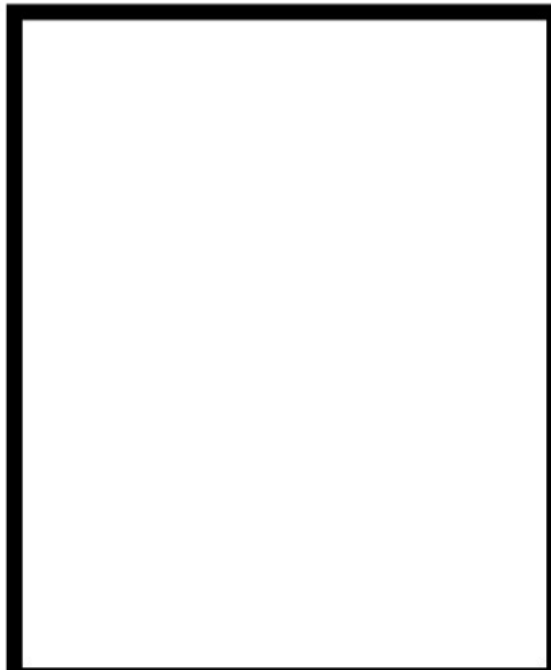
MY #2 TRIGGER



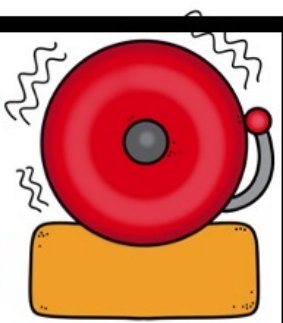
MY #3 TRIGGER



MY #4 TRIGGER



WHAT SOUNDS



your alarm?

DIRECTIONS>>>

Draw and write about 4 triggers that "sound your alarm."



LEVELS OF ANXIETY

© Music City Counselor

PANICKED

5



I am overwhelmed with anxiety. I'm gasping for breath. My chest hurts. I feel dizzy. I lost control.

NERVOUS

4



I feel shaky and sweaty. My heart is beating so fast. I can't think straight. I'm having trouble breathing.

WORRIED

3



I'm having trouble concentrating on anything but my worry. My mind is racing. I'm starting to sweat.

UNEASY

2



Something feels not quite right. I feel a little bit tense. I notice butterflies in my tummy.

CALM

1



I am peaceful and relaxed. My body feels comfortable. Everything is okay.

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MY LEVELS OF ANXIETY

DIRECTIONS >>>

© Music City Counselor

Draw and write about what each level feels like and looks like.

Feels like:

Looks like:

PANICKED

5



NERVOUS

4



WORRIED

3



UNEASY

2



CALM

1



MY LEVELS OF ANXIETY

DIRECTIONS>>>

© Music City Counselor

Rate the anxiety triggers on the cards. Then, glue one onto each level.

I feel...when...

5. PANICKED



--

4. NERVOUS



--

3. WORRIED



--

2. UNEASY



--

1. CALM



--

WHAT IS CALM? >>>

DEFINITION >>>

Calm is when your body and mind feel steady and relaxed, your breathing is slower, and you're able to think clearly and handle what is happening around you without getting overwhelmed.

MANIFESTS IN YOUR THOUGHTS >>>

Your thoughts are slower, clearer, and more balanced. You're able to focus, think through problems, and remind yourself that you can handle what is happening. Instead of jumping to worst-case scenarios, your mind stays grounded in the present.



MANIFESTS IN YOUR BODY >>>

Calm shows up as a feeling of ease and balance. Your breathing is slower and deeper, your muscles feel loose, and your heart rate is steady. Your shoulders drop, your jaw unclenches, and your hands relax. You feel comfortable and ready for anything!



MANIFESTS IN YOUR CHOICES >>>

You pause and think before acting. You can make thoughtful decisions, listen to others, and solve problems instead of reacting quickly or emotionally. Calm helps you choose kind words, ask for help, and handle challenges appropriately and effectively.



CALM PHYSICAL manifestations

- Breathing is slow and steady
- Heartbeat feels normal and even
- Shoulders are relaxed
- Jaw and face muscles are loose
- Hands feel steady
- Muscles are relaxed
- Stomach feels settled
- Body feels comfortable and safe
- Less fidgeting or restlessness
- Head feels clear
- Posture feels natural and upright
- Energy feels balanced



FINDING MY CALM >>>

DIRECTIONS >>>

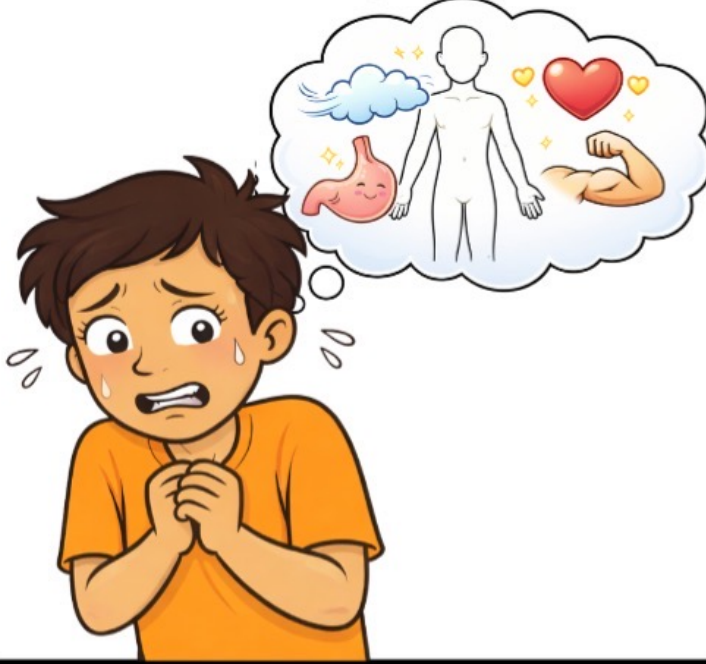
Draw what calm feels like to you in the frame.

© Music City Counselor



CONTROLLING ANXIETY

**WHEN YOU LISTEN TO
YOUR BODY**



**AND UNDERSTAND
YOUR TRIGGERS.**



**THEN, YOU CAN CONTROL
YOUR ANXIETY BEFORE
YOU PANIC!**



COPING SKILLS >>>

WHAT ARE COPING SKILLS? >>>

Coping skills are tools and strategies you can use to handle big feelings, stress, and tough situations in a healthy way.

HOW ARE COPING SKILLS HELPFUL? >>>

Coping skills help you calm your body, clear your mind, and make good choices. They prevent you from reacting in ways you might regret. Coping skills do not make problems disappear, but they help you manage how you feel and get through challenges more effectively.

EXAMPLES OF COPING SKILLS: >>>

- Count to 10
- Breathe
- Listen to music
- Talk it out with a friend or grown-up you trust
- Read a book
- Journal, draw, or write
- Practice yoga
- Go for a walk
- Use tools (i.e. fidgets, stress balls)
- Find a cozy spot to relax
- Think positive thoughts
- Ask for a hug



COPING SKILLS >>>



COUNT TO 10



LISTEN TO MUSIC



READ



JOURNAL



TALK IT OUT



THINK POSITIVE



ASK FOR A HUG



PRACTICE YOGA



BREATHE



FIND A COZY SPOT



USE TOOLS



GO FOR A WALK

MY TIME IN GROUP >>>

© Music City Counselor

IN GROUP I LEARNED:

MY FAVORITE ACTIVITY WAS:

MY FAVORITE MEMORY
IN GROUP

I WILL KEEP PRACTICING:

IF I COULD CHANGE ONE THING ABOUT GROUP, IT WOULD BE:

Name: _____

SMALL GROUP

post-survey



I can define anxiety.



I can name the 3 places where anxiety manifests.



I can explain how anxiety works in the brain.



I can identify the physical signs of anxiety.



I can describe how anxiety feels in my body.



I can define anxiety triggers.



I can name my anxiety triggers.



I can describe and identify the 5 levels of anxiety.



I can define calm.



I can identify the physical signs of calm.



I can define coping skills.



I can explain why coping strategies are helpful.

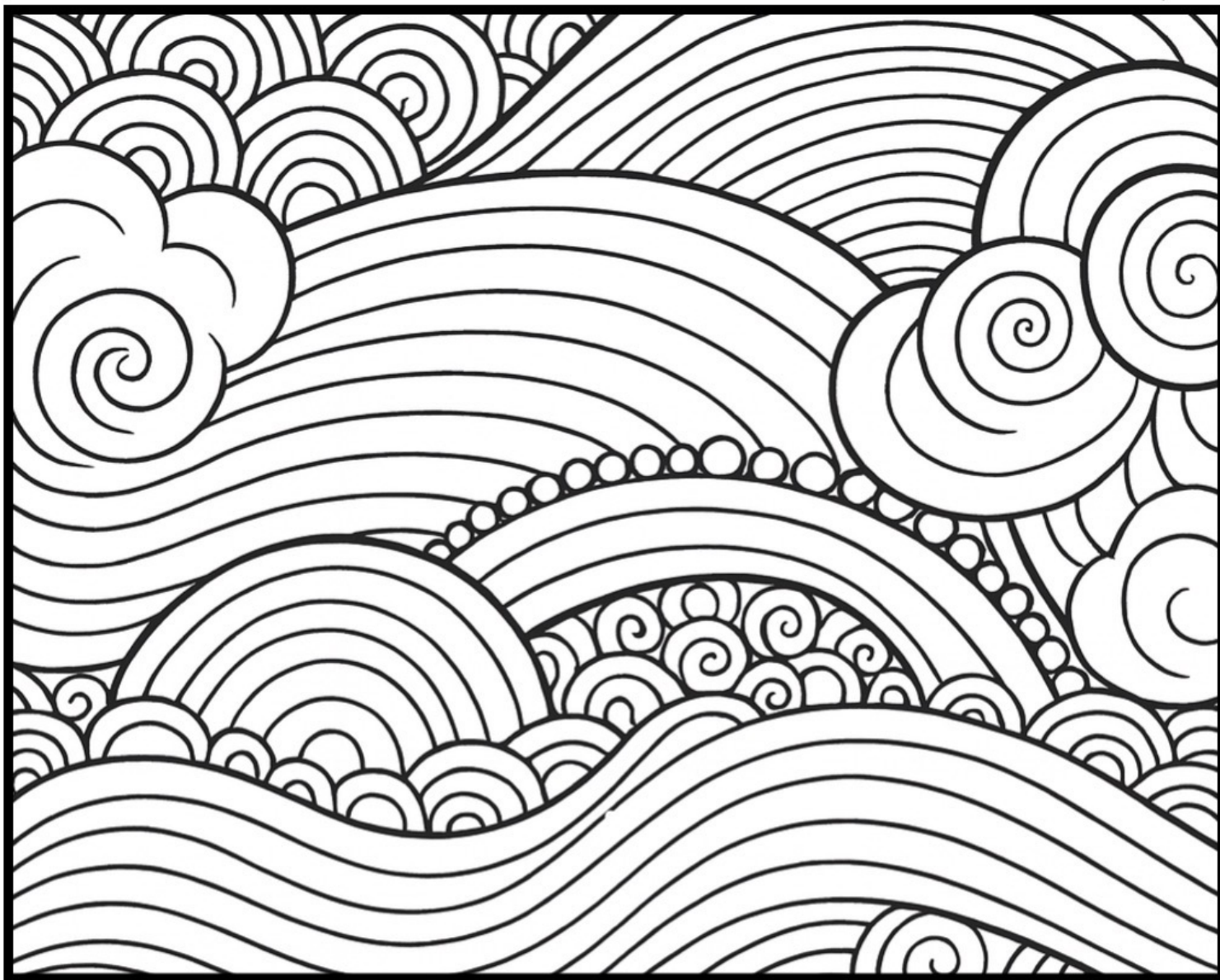


I can practice and use 12 coping skills.



BLACK LINE WORKBOOK

Please print one of these workbooks
for each student and have it available
to them at each session.



Student Name: _____
Counselor Name: _____

THE CALM CREW

workbook

FEELINGS

check-in



© Music City Counselor



Happy



Sad



Angry



Calm



Tired



Anxious



Hurt



Excited



Stressed



Annoyed



Content



Bored₂

ALL ABOUT *me*

Favorite school
subject

Favorite
ice cream

My name is

When I grow up...

Favorite
sport

Pets

Favorite
season

Favorite book

PASSPORT

Places I'd like to travel

Favorite
hobby

Favorite snack

My family

© Music City Counselor

Name: _____

SMALL GROUP PRE-SURVEY



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I can explain how anxiety works in the brain.



I can identify the physical signs of anxiety.



I can describe how anxiety feels in my body.



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I can define coping skills.



I can explain why coping strategies are helpful.



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SMALL GROUP: *the deets*

GROUP PURPOSE >>>

This is a safe, supportive place where you can share about anxiety and practice skills to grow your confidence and sense of calm. One of the hardest parts of anxiety is feeling like you're the only one struggling. Here in group, you'll see others have similar worries, feelings, and experiences as you do! You'll learn practical tools you can use right away! The goal isn't to get rid of anxiety, but to learn to manage and control it.

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This group will make you feel:

- Understood
- Supported
- Equipped
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- Capable



WHAT IS ANXIETY?

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Anxiety is a feeling of worry, nervousness, or fear. It's your brain and body's way of trying to protect you when something feels stressful, uncertain, or challenging.

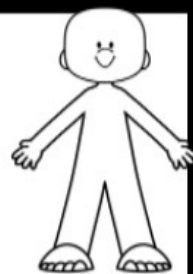
MANIFESTS IN YOUR THOUGHTS >>>

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MANIFESTS IN YOUR BODY >>>

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Anxiety can influence your decisions. It can push you to avoid situations that feel uncomfortable, say "no" to new experiences, stay quiet, procrastinate, and seek reassurance.



ANXIETY PHYSICAL manifestations

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- Sweaty, shaky hands
- Stomachache, nausea
- Feeling like you might throw up
- Headache
- Muscle tension, especially in the shoulders, jaw, and neck
- Feeling tired and weak
- Dizziness, lightheadedness
- Restlessness
- Fidgeting, trouble sitting still
- Feeling hot or cold suddenly

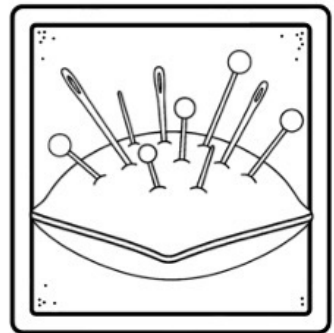
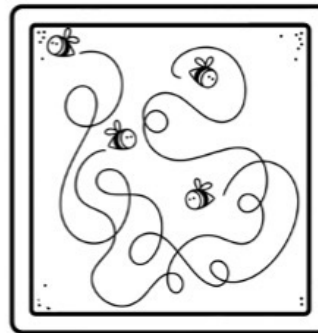




BODY MAP

DIRECTIONS >>>

Choose the objects that represent your anxiety. Cut and paste them onto the parts of the body where you feel them most.



ANXIETY TRIGGERS

DEFINITION >>>

Anxiety triggers are things that make your anxiety start or get stronger. They can be a situation, thought, place, sound, or feeling that make your brain think something is wrong, even if you are actually safe. Triggers "sound the alarm" in your amygdala. They are different for everyone. What feels stressful to one person might not bother someone else at all! Some are big and others are small.

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- Taking tests or quizzes
- Fear of failing or making a mistake
- Public speaking
- Friendship drama or conflict
- Feeling left out
- Talking to new people
- Performing in music, theater, or dance
- Comparing yourself to others
- Worrying about the future
- New classes, teachers, or schools
- Changes in routine
- Family conflict
- Loud noises
- Crowds

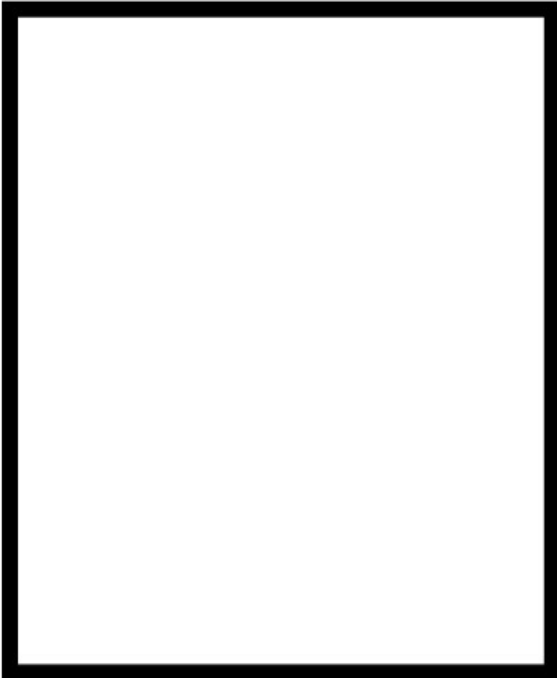


MY TRIGGERS

DIRECTIONS >>>

Glue your top 4 anxiety triggers onto the rectangles.

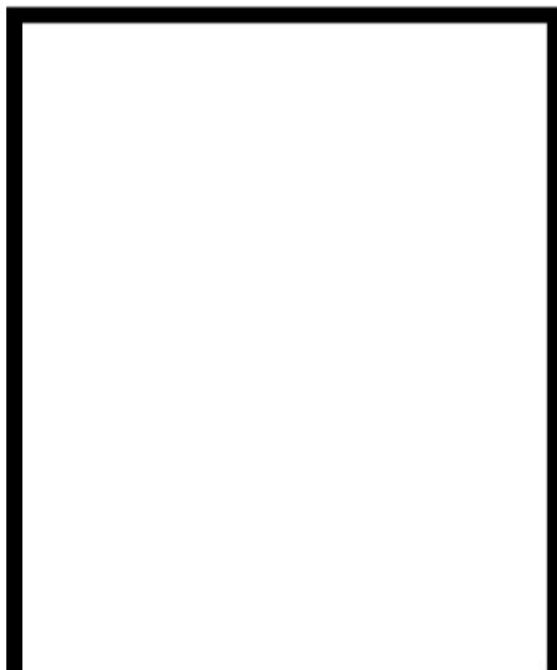
MY #1 TRIGGER



MY #2 TRIGGER



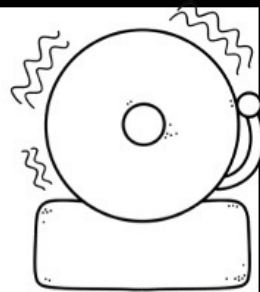
MY #3 TRIGGER



MY #4 TRIGGER



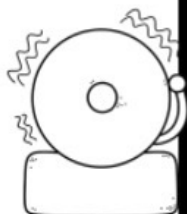
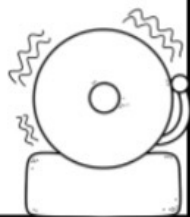
WHAT SOUNDS








your alarm?

DIRECTIONS >>>

Draw and write about 4 triggers that "sound your alarm."



LEVELS OF ANXIETY

PANICKED	5 	I am overwhelmed with anxiety. I'm gasping for breath. My chest hurts. I feel dizzy. I lost control.
NERVOUS	4 	I feel shaky and sweaty. My heart is beating so fast. I can't think straight. I'm having trouble breathing.
WORRIED	3 	I'm having trouble concentrating on anything but my worry. My mind is racing. I'm starting to sweat.
UNEASY	2 	Something feels not quite right. I feel a little bit tense. I notice butterflies in my tummy.
CALM	1 	I am peaceful and relaxed. My body feels comfortable. Everything is okay.

MY LEVELS OF ANXIETY

DIRECTIONS>>>

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Draw and write about what each level feels like and looks like.

Feels like:

Looks like:

PANICKED

5



NERVOUS

4



WORRIED

3



UNEASY

2



CALM

1



MY LEVELS OF ANXIETY

DIRECTIONS >>>

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Rate the anxiety triggers on the cards. Then, glue one onto each level.

I feel...when...

5. PANICKED



4. NERVOUS



3. WORRIED



2. UNEASY



1. CALM



WHAT IS CALM? >>>

DEFINITION >>>

Calm is when your body and mind feel steady and relaxed, your breathing is slower, and you're able to think clearly and handle what is happening around you without getting overwhelmed.

MANIFESTS IN YOUR THOUGHTS >>>

Your thoughts are slower, clearer, and more balanced. You're able to focus, think through problems, and remind yourself that you can handle what is happening. Instead of jumping to worst-case scenarios, your mind stays grounded in the present.

MANIFESTS IN YOUR BODY >>>

Calm shows up as a feeling of ease and balance. Your breathing is slower and deeper, your muscles feel loose, and your heart rate is steady. Your shoulders drop, your jaw unclenches, and your hands relax. You feel comfortable and ready for anything!

MANIFESTS IN YOUR CHOICES >>>

You pause and think before acting. You can make thoughtful decisions, listen to others, and solve problems instead of reacting quickly or emotionally. Calm helps you choose kind words, ask for help, and handle challenges appropriately and effectively.



CALM PHYSICAL manifestations

- Breathing is slow and steady
- Heartbeat feels normal and even
- Shoulders are relaxed
- Jaw and face muscles are loose
- Hands feel steady
- Muscles are relaxed
- Stomach feels settled
- Body feels comfortable and safe
- Less fidgeting or restlessness
- Head feels clear
- Posture feels natural and upright
- Energy feels balanced



FINDING MY CALM >>>

DIRECTIONS >>>

Draw what calm feels like to you in the frame.

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CONTROLLING ANXIETY

**WHEN YOU LISTEN TO
YOUR BODY**



**AND UNDERSTAND
YOUR TRIGGERS.**



**THEN, YOU CAN CONTROL
YOUR ANXIETY BEFORE
YOU PANIC!**



COPING SKILLS >>>

WHAT ARE COPING SKILLS? >>>

Coping skills are tools and strategies you can use to handle big feelings, stress, and tough situations in a healthy way.



HOW ARE COPING SKILLS HELPFUL? >>>

Coping skills help you calm your body, clear your mind, and make good choices. They prevent you from reacting in ways you might regret. Coping skills do not make problems disappear, but they help you manage how you feel and get through challenges more effectively.

EXAMPLES OF COPING SKILLS: >>>

- Count to 10
- Breathe
- Listen to music
- Talk it out with a friend or grown-up you trust
- Read a book
- Journal, draw, or write
- Practice yoga
- Go for a walk
- Use tools (i.e. fidgets, stress balls)
- Find a cozy spot to relax
- Think positive thoughts
- Ask for a hug

COPING SKILLS >>>



COUNT TO 10



LISTEN TO MUSIC



READ



JOURNAL



TALK IT OUT



THINK POSITIVE



PRACTICE YOGA



ASK FOR A HUG



BREATHE



FIND A COZY SPOT



USE TOOLS



GO FOR A WALK

MY TIME IN GROUP >>>

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IN GROUP I LEARNED:

MY FAVORITE MEMORY
IN GROUP

MY FAVORITE ACTIVITY WAS:

I WILL KEEP PRACTICING:

IF I COULD CHANGE ONE THING ABOUT GROUP, IT WOULD BE:

Name: _____

SMALL GROUP post-survey



I can define anxiety.



I can name the 3 places where anxiety manifests.



I can explain how anxiety works in the brain.



I can identify the physical signs of anxiety.



I can describe how anxiety feels in my body.



I can define anxiety triggers.



I can name my anxiety triggers.



I can describe and identify the 5 levels of anxiety.



I can define calm.



I can identify the physical signs of calm.



I can define coping skills.



I can explain why coping strategies are helpful.



I can practice and use 12 coping skills.



SESSION PLANS & ACTIVITIES

SESSION 1: INTRODUCTIONS & ICEBREAKERS

SESSION GOALS: >>>

- Students will introduce themselves and get to know their peers.
- Students will assess their knowledge of anxiety with a pre-survey.
- Students will learn the rules of group.
- Students will learn the definition and limits of confidentiality.
- Students will understand the purpose, goals, and content of group.

ASCA ALIGNMENT: >>>

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **M 2.** Sense of acceptance, respect, support and inclusion for self and others in the school environment.
- **M 3.** Positive attitude toward work and learning.

MATERIALS NEEDED: >>>

- 1 workbook per student
- Pencils
- Markers or crayons

DIRECTIONS: >>>

- Before students come to group, print a workbook for each student. Choose either the full color or the black line version. Staple it in the top left-hand corner.
- Start by welcoming students to "The Calm Crew" group and giving them a **workbook**. They can write their name and counselor's name on the blank lines on the cover page.
- Tell students that we are going to do a little icebreaker activity to help them get to know each other. Ask student to turn to **page 3 in their workbook, "All About Me."** This page is full of fun doodles that let students express their favorite things, hobbies, dreams, etc. Students can start by writing their name where it says, "My name is" and drawing a picture of themselves in the picture frame. Then, they can write words and draw little pictures for each category. Once they're done, ask students to share their page with the group.
- Ask students to turn to **page 4 in their workbook, "Small Group Pre-Survey."** Explain that this little form will help us understand how much progress they make in group. It's okay if they don't know the answers now – they'll learn as we go! Read each question aloud and ask students to circle or color the "yes" 😊, "maybe" 😐, or "not yet" 😞 faces.
- Ask students to turn to **page 5 in their workbook: "Small Group: The Deets."** This page explains the purpose, rules, and goals of group, as well as confidentiality and how group will make them feel. Read through each section and spark a discussion with students:
 - What do you hope to learn in group?
 - What goals do you have for group?
 - What rules would you add to this list?
 - Why is confidentiality important?
 - What does the group purpose mean to you?
- Close by saying that next week we will learn what "anxiety" means and what it looks like.

SESSION 2: ANXIETY & THE AMYGDALA

SESSION GOALS: >>>

- Students will learn the definition of anxiety.
- Students will learn the 3 manifestations of anxiety (thoughts, body, choices).
- Students will learn the brain science behind anxiety (the amygdala and fight-or-flight response).
- Students will learn about the physical signs of anxiety.
- Students will reflect on what anxiety looks like in their own body.

ASCA ALIGNMENT: >>>

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **B-SMS 2:** Self-discipline and self-control.
- **B-SS 9:** Social maturity and behaviors appropriate to the situation and environment.

MATERIALS NEEDED: >>>

- 1 workbook per student
- 1 printed folded craft per student
- [Google Slides](#) or PowerPoint
- Pencils
- Markers or crayons
- Scissors
- Glue sticks

DIRECTIONS: >>>

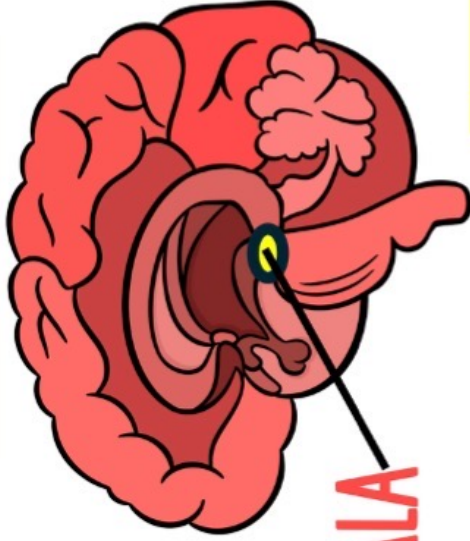
- Greet students and explain that today we will dive headfirst into learning about anxiety. Learning about where anxiety comes from and what it looks like (how to identify it) it is the first step in coping with it!
- Feel free to start each session with a **feelings check-in** ([page 2 in the workbook](#)).
- Ask students to turn to **page 6 in their workbook**, "What is Anxiety?" Ask a different volunteer to read each of the 4 sections: the definition of anxiety and the 3 places that it manifests (our thoughts, bodies, and choices). Spark a discussion around:
 - How would you define anxiety? What does the provided definition mean to you?
 - How does anxiety manifest in your thoughts?
 - How does anxiety manifest in your body?
 - How does anxiety manifest in your choices?
- Pull up either the brief **PowerPoint** or [Google Slides presentation](#). Go through the presentation and teach students the brain science behind anxiety (the amygdala, fight-or-flight response, anxiety as a false alarm, and the thinking brain). Spark a discussion around:
 - What is the amygdala's job? How does it help us? How can it hurt us?
 - Explain why anxiety is a "false alarm."
 - Explain the fight-or-flight response. How is it adaptive/helpful? How is it maladaptive/unhelpful?
 - How can you calm your amygdala? Which strategies work best for you?
- Ask students to turn to **page 7 in their workbook**, "Anxiety Physical Manifestations." Review the physical manifestations of anxiety. Relate these back to the fight-or-flight response and the amygdala preparing us for danger (real or not real!) Spark a discussion around:
 - Where in your body do you notice the **FIRST** signs of anxiety?
 - Which of these physical signs of anxiety do you experience most?
 - Which of these physical manifestations of anxiety do you **NOT** experience?
 - Do any of these common physical signs surprise you?
- Explain that next we are going to make a craft that helps us understand and remember the brain science behind anxiety. Give each student a **folded craft template** (full color and black/white are included). Students start by cutting out each of the outlines of the brain. Then, they glue the pages together back to front (see the **sample** on the next page). Then, fold the brain down the middle. Students can color the black/white version and circle the physical signs of anxiety they experience most.
- **Close** by saying that next week we will explore what anxiety feels like.

SAMPLE





THE BRAIN



AMYGDALA

The amygdala is the brain's alarm system. When it senses danger, it turns on the fight or flight response.

PREFRONTAL CORTEX

TEMPORAL LOBE

CEREBELLUM

BRAIN STEM



BODY RESPONSE

Now your body is ready to protect you - even if there's no real danger!

Circle the physical signs you notice.



Racing heart



Dizziness



Sweaty, shaky hands



Tense muscles



Rapid breathing



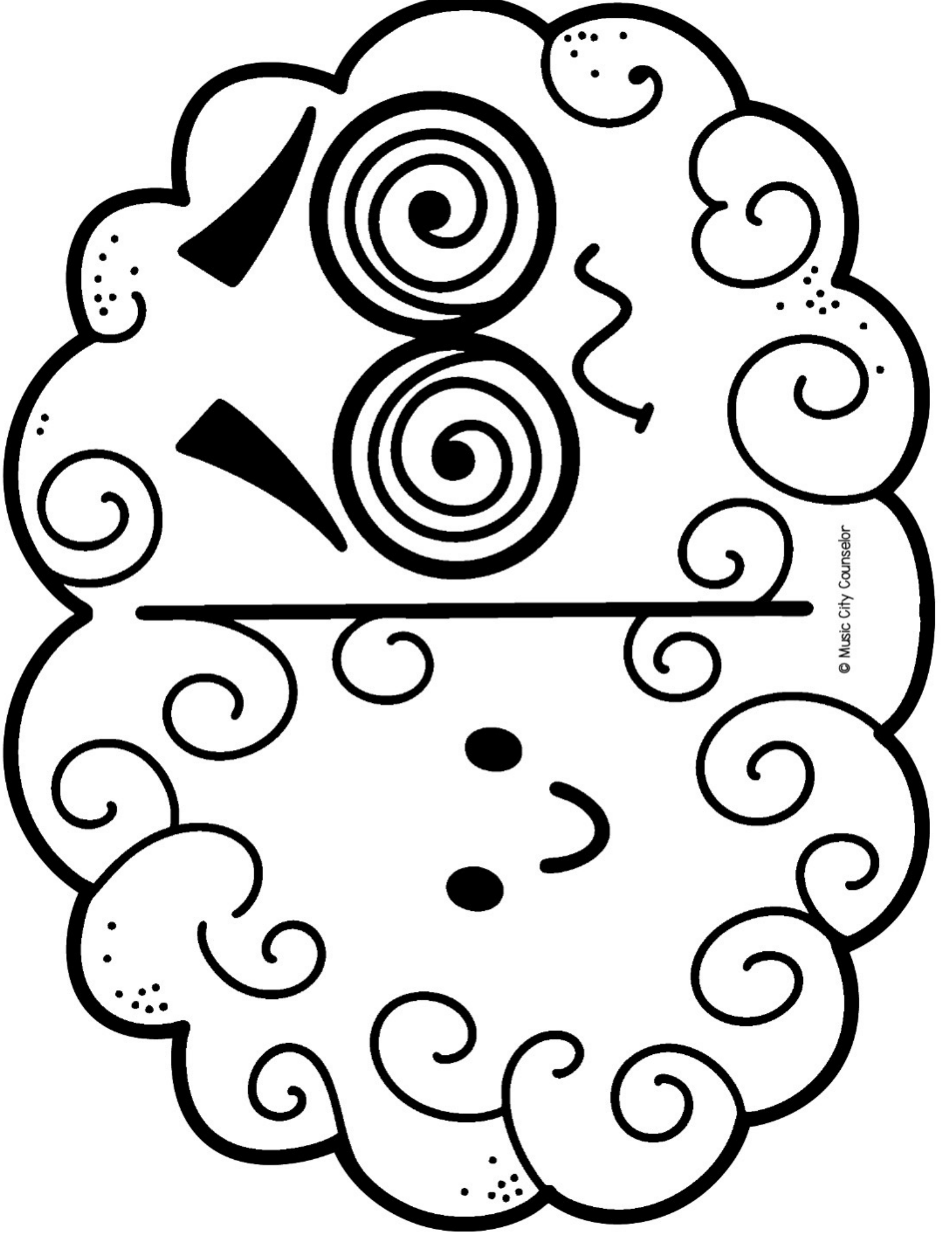
Sweatiness



Cold, clamminess

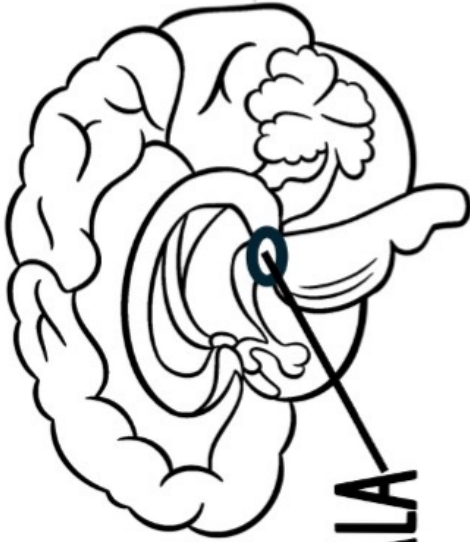


Shaky legs



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THE BRAIN



AMYGDALA

The amygdala is the brain's alarm system. When it senses danger, it turns on the fight or flight response.

PREFRONTAL CORTEX

TEMPORAL LOBE

CEREBELLUM

BRAIN STEM



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BODY RESPONSE

Now your body is ready to protect you - even if there's no real danger! Circle the physical signs you notice.



Racing heart



Dizziness



Sweaty, shaky hands



Tense muscles



Rapid breathing



Sweatiness



Cold, clamminess



Shaky legs

SESSION 3: ANXIETY FEELS LIKE...

SESSION GOALS: >>>

- Students will explore metaphors for what anxiety feels like in their bodies and brains.
- Students will reflect on what anxiety feels like to them.

ASCA ALIGNMENT: >>>

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **B-SMS 2:** Self-discipline and self-control.
- **B-SS 9:** Social maturity and behaviors appropriate to the situation and environment.

MATERIALS NEEDED: >>>

- 1 workbook per student
- Printed and cut-out "Anxiety Feels Like" cards
- Printed, cut-out, and taped together "Body Map" outline and pieces
- Scissors
- Glue sticks

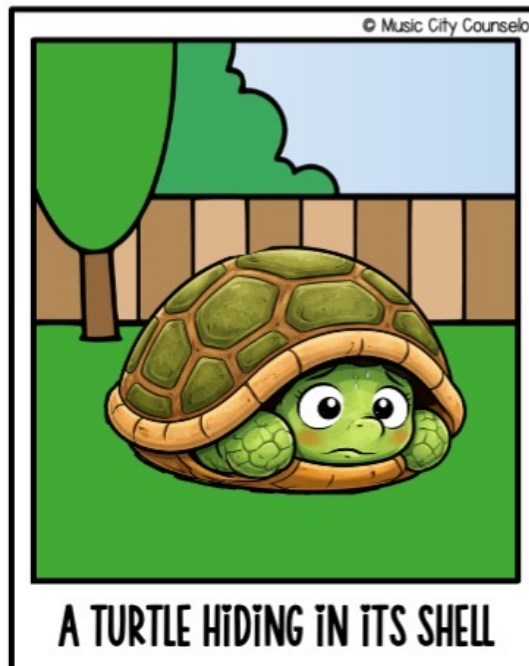
DIRECTIONS: >>>

- Greet students and explain that last week we focused on what anxiety *looks like* and today we're going to explore what anxiety *feels like*.
- Feel free to start each session with a **feelings check-in** (page 2 in the workbook).
- Explain that **anxiety looks and feels different for everyone**. Even though we all have the same kind of brain and body systems, they react in different ways. Because everyone's brain and body are unique, anxiety shows up differently for each person. Some people have *loud* anxiety that is easy to notice. Some people have *quiet* anxiety that others cannot see. Neither one is better or worse! Just because someone's anxiety looks different from yours doesn't mean it's easier or harder. Anxiety is not a weakness! It is part of the human experience.
- Tell students that we are going to explore some common metaphors for what anxiety feels like in our bodies and brains. Give each student a couple of **"Anxiety Feels Like..." cards**. Have students take turns sharing their cards with the group. Generate a discussion around:
 - Explain what you see on your card. How might anxiety feel this way?
 - Have you ever experienced anxiety feeling this way? If so, when? Explain.
 - Which one of these cards most accurately explains how anxiety feels to you?
 - Do any of these cards surprise you? Which ones, and why?
- Explain that next we will do an exercise called **"Body Mapping."** (Please see the **sample** on the next page). This exercise helps us understand how anxiety feels and where in our body we feel it. Place the outline of the body on the table. Place the little orange cards around the body. Ask students to take turns choosing an orange card, showing/explaining it to the group, and placing it on the body outline where they have experienced anxiety feeling that way. For example, they may put the butterflies on the stomach or the tornado on the brain. There are no right or wrong answers! Talk through and process each card as you play.
- If there's time, ask students to turn to **page 8 in their workbook, "Body Map."** This is a miniature version of the exercise you just completed. Ask students to cut out each of the boxes that represent how anxiety may feel in their body. Then, students can glue them onto the part of the body where they most feel it.
- **Close** by saying that next week we will learn about anxiety triggers.

SAMPLE



ANXIETY FEELS LIKE...CARDS



ANXIETY FEELS LIKE...CARDS

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A FLOOD OF EMOTIONS

© Music City Counselor



WALKING ON A SHAKY BRIDGE

© Music City Counselor



A TORNADO SPINNING

© Music City Counselor



A FIRE BURNING OUT OF CONTROL

© Music City Counselor



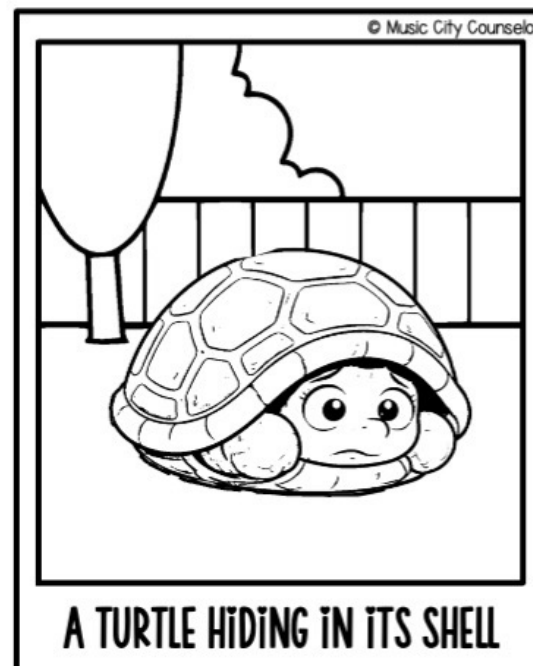
A BOLT OF LIGHTNING

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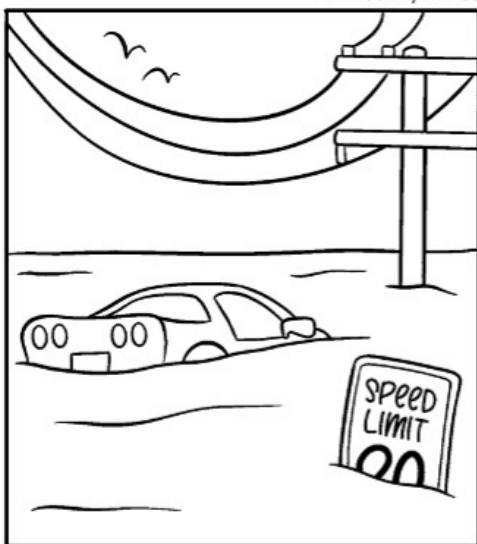
A WAVE OF EMOTIONS

ANXIETY FEELS LIKE...CARDS



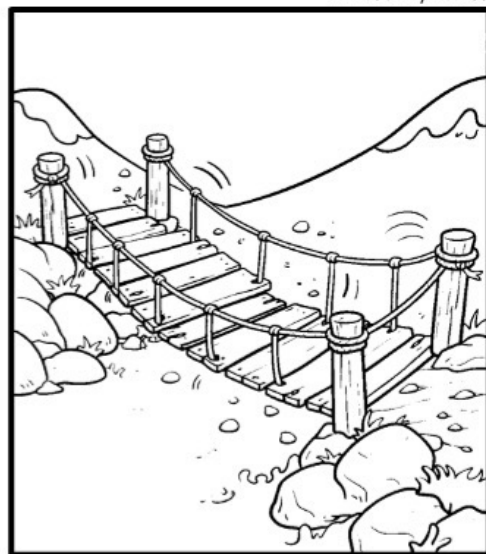
ANXIETY FEELS LIKE...CARDS

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A FLOOD OF EMOTIONS

© Music City Counselor



WALKING ON A SHAKY BRIDGE

© Music City Counselor



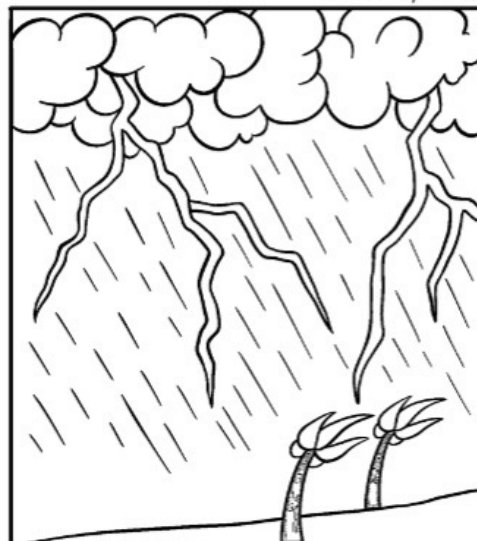
A TORNADO SPINNING

© Music City Counselor



A FIRE BURNING OUT OF CONTROL

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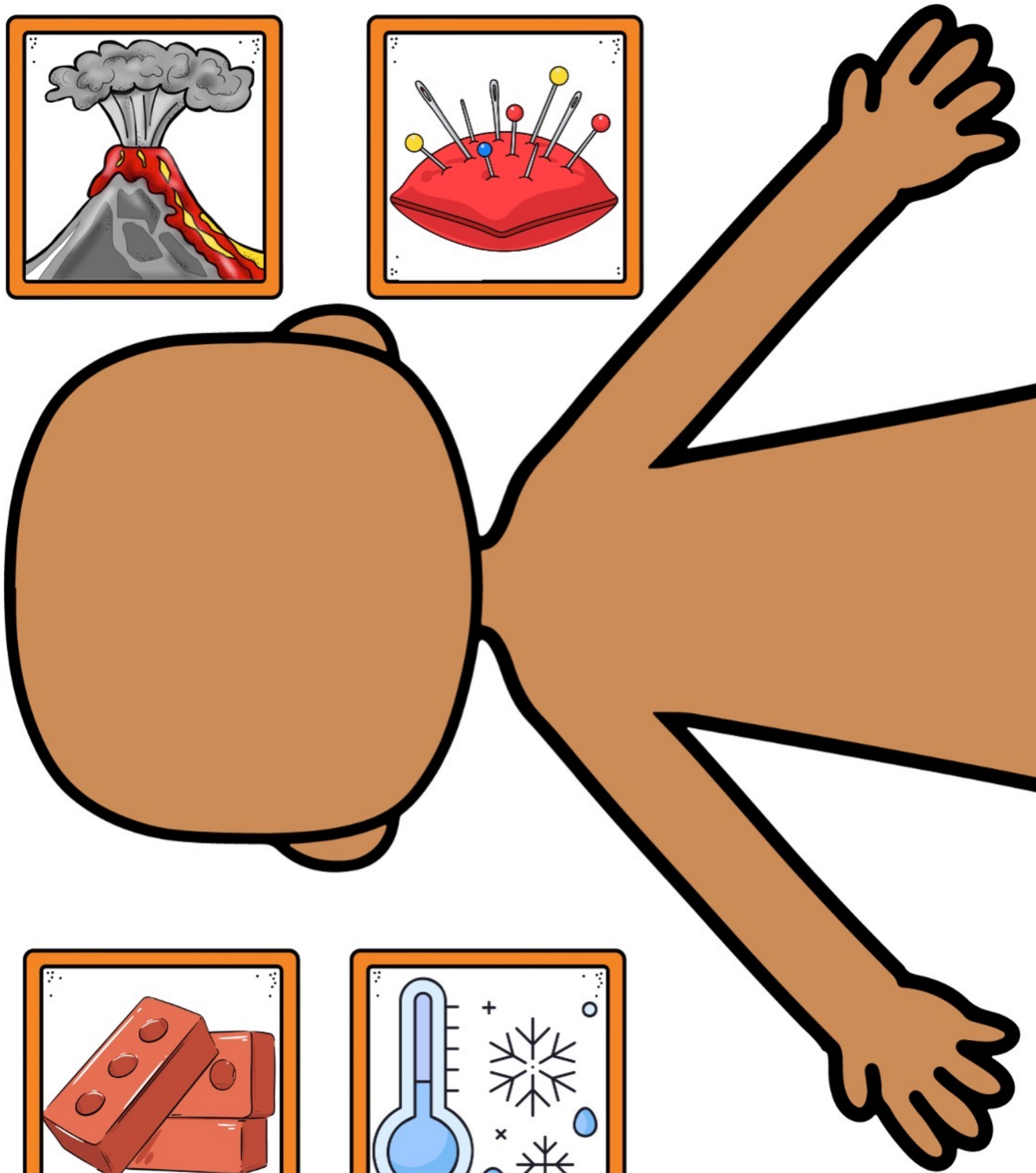
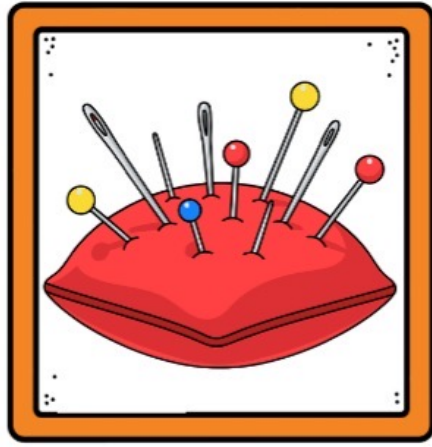


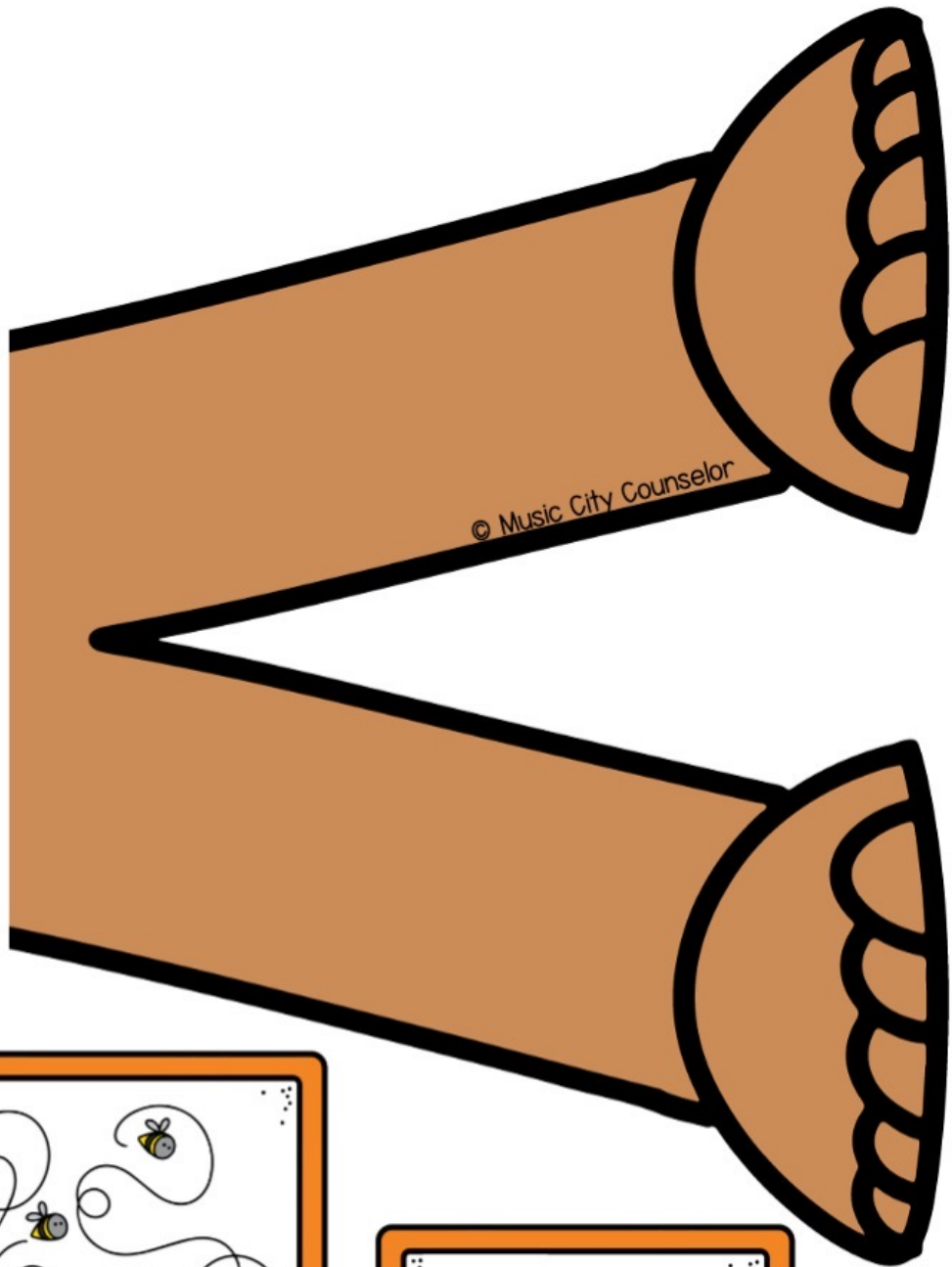
A BOLT OF LIGHTNING

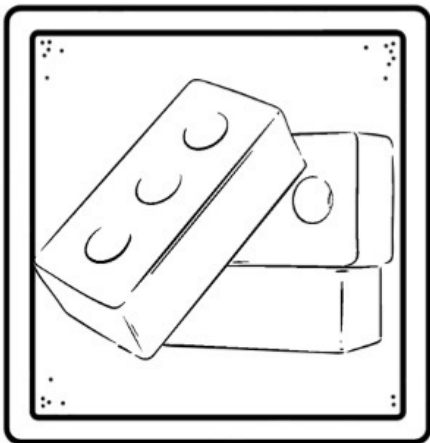
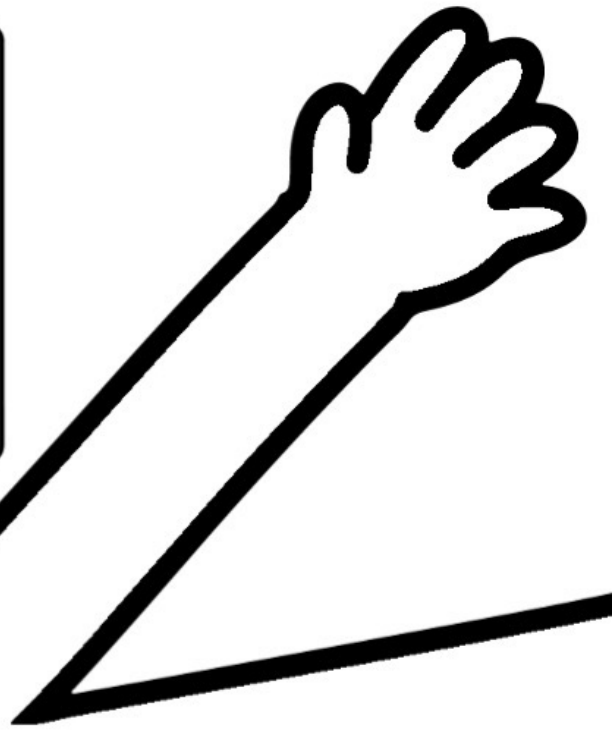
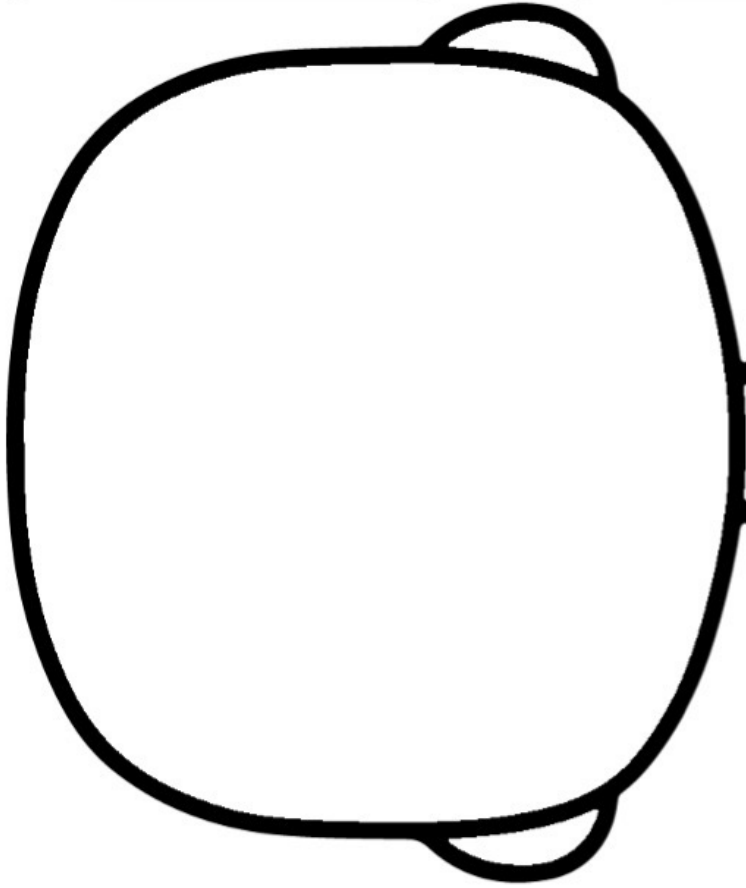
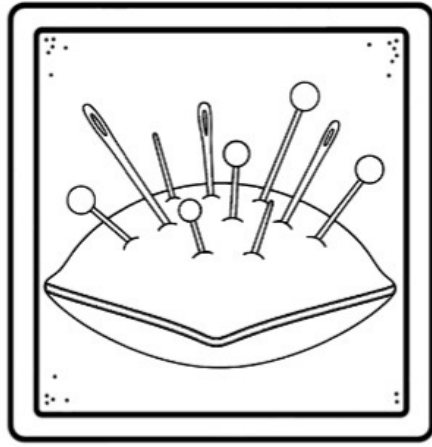
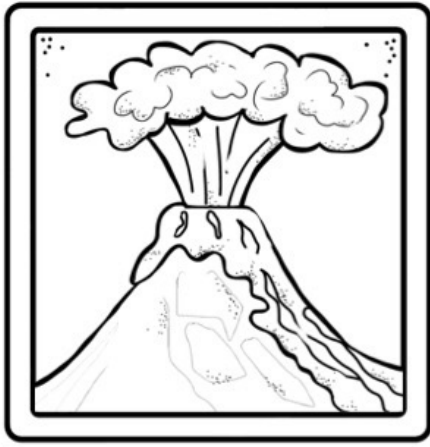
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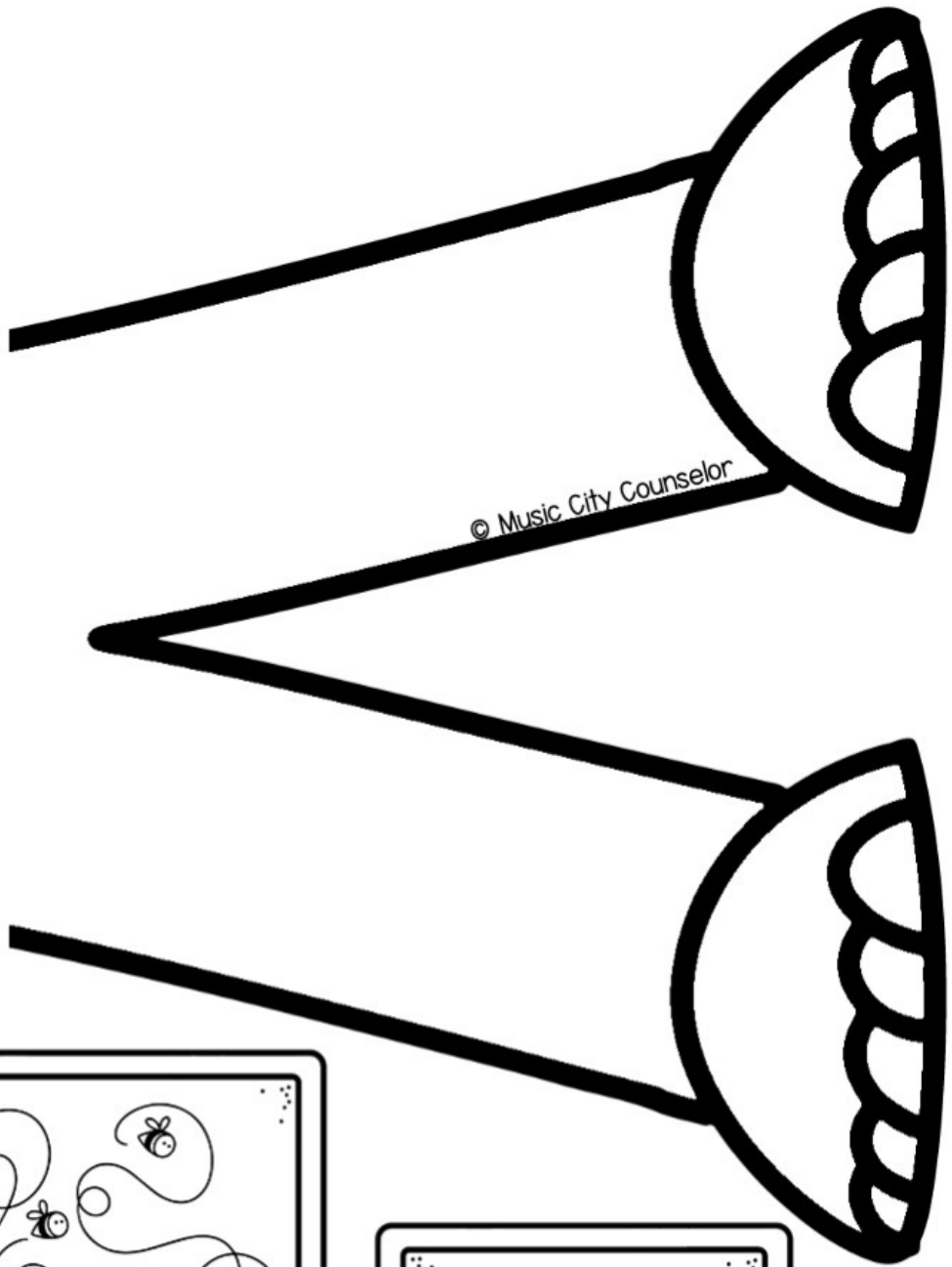
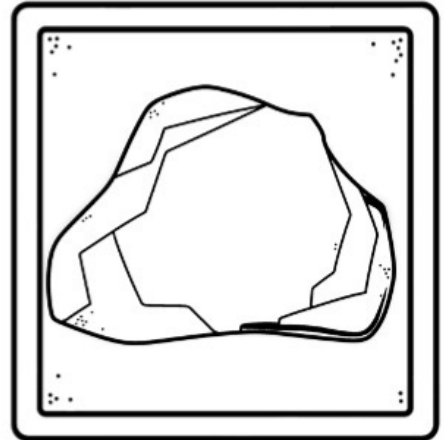
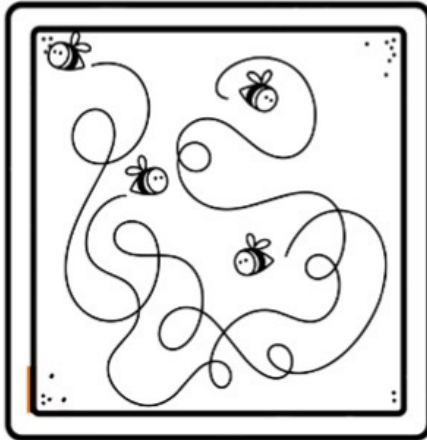
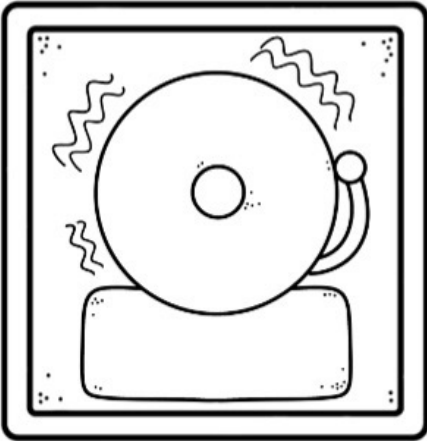


A WAVE OF EMOTIONS









SESSION 4: ANXIETY TRIGGERS

SESSION GOALS: >>>

- Students will learn the definition of "anxiety triggers."
- Students will explore common anxiety triggers.
- Students will identify and sort anxiety triggers as "mild," "moderate," or "severe."
- Students will identify their top 4 anxiety triggers.

ASCA ALIGNMENT: >>>

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
- **B-SMS 2:** Self-discipline and self-control.
- **B-SS 9:** Social maturity and behaviors appropriate to the situation and environment.

MATERIALS NEEDED: >>>

- 1 workbook per student
- Printed and cut-out anxiety triggers cards (2-3 sets)
- Printed and cut-out mild, moderate, and severe labels
- Pencils
- Markers or crayons
- Scissors
- Glue sticks

DIRECTIONS: >>>

- Greet students and explain that last week we focused on what anxiety *feels like* and today we're going to explore our **anxiety triggers**.
- Feel free to start each session with a **feelings check-in** (page 2 in the workbook).
- Ask students to share what they think "**anxiety triggers**" means. Then, ask them to turn to **page 9 in their workbooks: "Anxiety Triggers."** Ask a volunteer to read the definition of anxiety triggers aloud. Then, ask another volunteer to read the examples of common anxiety triggers.
- Lay the **anxiety triggers cards** face up on the table so all students can see them. Place the "**mild anxiety triggers**," "**moderate anxiety triggers**," and "**severe anxiety triggers**" labels in a row on the table. (Please see the **sample** on the next page). Leave space below each label for students to place the cards. Ask students to take turns choosing a card and reading it aloud/showing it to the group. Generate a discussion around each card (questions below). Then, the volunteer places the card under the appropriate label.
 - What does your card show?
 - Has this situation/thing ever triggered you? If yes, explain what it feels like.
 - Does this trigger "sound your alarm?" Why or why not?
 - How does this trigger make you feel? What physiological signs would you notice?
 - Would you consider this trigger to be mild, moderate, or severe FOR YOU?
- Continue playing until you have run out of cards. Then, ask students to turn to **page 10 in their workbooks: "My Triggers."** Depending on how many students are in group, you will want to pull out an extra set or two of the cards for this part. Ask students to choose the 4 cards that trigger them **MOST** and glue them onto their "My Triggers" page, in order. Once they're done, students can share their page with the group.
- If there's time, students can write/draw more about their triggers on **page 12 in their workbook: "What sounds your alarm?"** Once they're done, they can share with the group.
- Close by saying that next week we will learn about the 5 levels of anxiety.

SAMPLE

MILD >>> ANXIETY TRIGGERS



FRIENDSHIP DRAMA



FAMILY CONFLICT



NEW CLASSES OR TEACHERS

MODERATE >>> ANXIETY TRIGGERS



PERFORMING IN MUSIC OR THEATER



TALKING TO NEW PEOPLE

SEVERE >>> ANXIETY TRIGGERS



PRESSURE TO DO YOUR BEST



TAKING TESTS OR QUIZZES



CHANGES IN ROUTINE

FEELING LEFT OUT

SAMPLE

ANXIETY TRIGGERS

DEFINITION >>>

Anxiety triggers are things that make your anxiety start or get stronger. They can be a situation, thought, place, sound, or feeling that make your brain think something is wrong, even if you are actually safe. Triggers "sound the alarm" in your amygdala. They are different for everyone. What feels stressful to one person might not bother someone else at all! Some triggers are big and some are small.

COMMON TRIGGERS >>>

- Taking tests or quizzes
- Fear of failing or making a mistake
- Public speaking
- Friendship drama or conflict
- Feeling left out
- Talking to new people
- Performing in music, theater, or dance
- Comparing yourself to others
- Worrying about the future
- New classes, teachers, or schools
- Changes in routine
- Family conflict
- Loud noises
- Crowds

MY TRIGGERS >>>

DIRECTIONS >>>

Glue your top 4 anxiety triggers onto the rectangles.

MY #1 TRIGGER



MY #2 TRIGGER



MY #3 TRIGGER



MY #4 TRIGGER



MILD >>>

ANXIETY TRIGGERS



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MODERATE >>>

ANXIETY TRIGGERS



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SEVERE >>>

ANXIETY TRIGGERS



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MILD >>>

ANXIETY TRIGGERS



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MODERATE >>>

ANXIETY TRIGGERS



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SEVERE >>>

ANXIETY TRIGGERS



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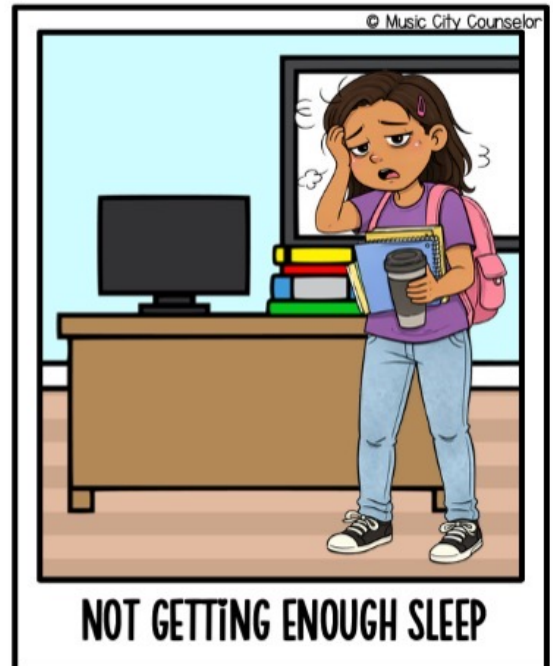
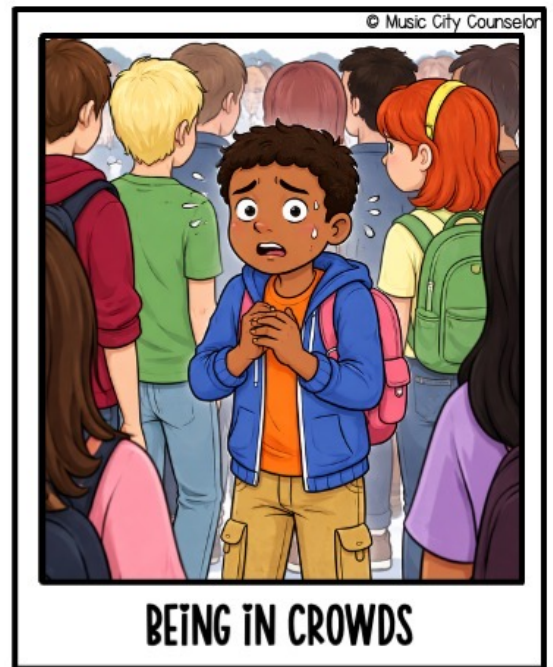
ANXIETY TRIGGERS CARDS



ANXIETY TRIGGERS CARDS



ANXIETY TRIGGERS CARDS



ANXIETY TRIGGERS CARDS

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TAKING TESTS OR QUIZZES

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FRIENDSHIP DRAMA

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PUBLIC SPEAKING

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FEAR OF MAKING A MISTAKE

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FEELING LEFT OUT

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TALKING TO NEW PEOPLE

ANXIETY TRIGGERS CARDS

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CHANGES IN ROUTINE

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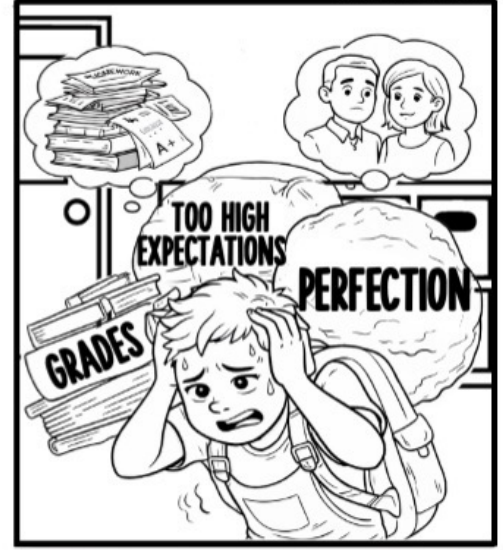
FAMILY CONFLICT

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NEW CLASSES OR TEACHERS

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PRESSURE TO DO YOUR BEST

© Music City Counselor



PERFORMING IN MUSIC OR THEATER

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COMPARING YOURSELF TO OTHERS

ANXIETY TRIGGERS CARDS

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LOUD NOISES

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BEING IN CROWDS

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FEELING RUSHED

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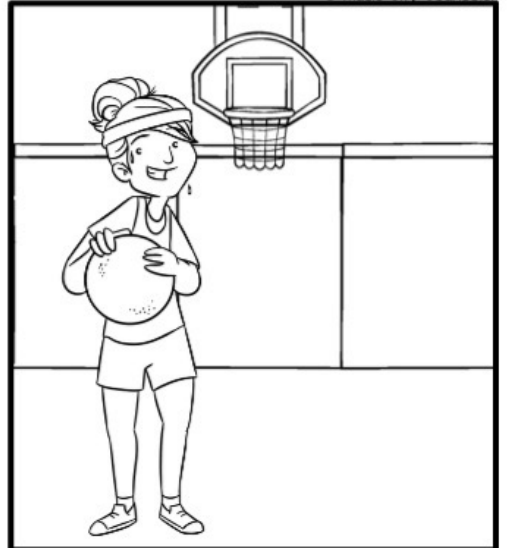
NOT GETTING ENOUGH SLEEP

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WORRYING ABOUT THE FUTURE

© Music City Counselor



SPORTS GAMES OR TRYOUTS

SESSION 5: THE 5 LEVELS OF ANXIETY

SESSION GOALS: >>>

- Students will describe the 5 levels of anxiety.
- Students will describe what each level of anxiety looks and feels like in their bodies and brains.

ASCA ALIGNMENT: >>>

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **B-SMS 2:** Self-discipline and self-control.
- **B-SS 9:** Social maturity and behaviors appropriate to the situation and environment.

MATERIALS NEEDED: >>>

- 1 workbook per student
- Printed and cut-out discussion cards
- Pencils
- Markers or crayons

DIRECTIONS: >>>

- Greet students and explain that last week we focused on anxiety triggers. This week we're going to explore the **5 levels of anxiety**.
- Feel free to start each session with a **feelings check-in** (page 2 in the **workbook**).
- Ask students if they think there are different "levels" of anxiety. If so, what might they be?
- Ask students to turn to **page 12** in their workbooks: **"Levels of Anxiety."** Ask volunteers to read aloud each of the levels of anxiety, starting with level #1: calm. Then, generate a discussion around:
 - Which level are you in right now?
 - Which level are you in most of the time?
 - What makes you feel a level #1, level #2, level #3, etc.?
 - Describe a time when you were a level #1, level #2, level #3, etc.
 - Describe how level #1, level #2, level #3, etc. feels in your body.
- Optional **discussion cards** are also included that let students talk in detail about each level.
- Ask students to turn to **page 13** in their workbooks: **"My Levels of Anxiety."** They can write and draw in each box what each level of anxiety feels like and looks like for them. After they're done, they can share their work with the group.
- **Close** by sharing that next week we will be talking about triggers (situations, people, and problems) that make us feel each of the 5 levels of anxiety.

ANXIETY levels



What does panicked
look like and feel like to
you?

PANICKED

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ANXIETY levels



What does nervous
look like and feel like to
you?

NERVOUS

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ANXIETY levels



What does worried
look like and feel like to
you?

WORRIED

© Music City Counselor

ANXIETY levels



What does uneasy
look like and feel like to
you?

UNEASY

© Music City Counselor

ANXIETY levels



What does calm
look like and feel like to
you?

CALM

© Music City Counselor

ANXIETY levels



What does panicked
look like and feel like to
you?

PANICKED

© Music City Counselor

ANXIETY levels



What does nervous
look like and feel like to
you?

NERVOUS

© Music City Counselor

ANXIETY levels



What does worried
look like and feel like to
you?

WORRIED

© Music City Counselor

ANXIETY levels



What does uneasy
look like and feel like to
you?

UNEASY

© Music City Counselor

ANXIETY levels



What does calm
look like and feel like to
you?

CALM

© Music City Counselor

SESSION 6: RATING ANXIETY TRIGGERS

SESSION GOALS: >>>

- Students will rate anxiety triggers according to the 5 levels of anxiety.
- Students will identify triggers (people, situations, and problems) that make them feel each of the 5 levels of anxiety.

ASCA ALIGNMENT: >>>

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **B-SMS 2:** Self-discipline and self-control.
- **B-SS 9:** Social maturity and behaviors appropriate to the situation and environment.

MATERIALS NEEDED: >>>

- 1 workbook per student
- Printed and cut-out anxiety triggers cards (1 set per student)
- Printed and cut-out anxiety scale labels
- Cut-out discussion cards
- Scissors
- Glue sticks

DIRECTIONS: >>>

- Greet students and explain that last week we focused on the 5 levels of anxiety. This week we're going to continue talking about the 5 levels and **"rate"** different triggers on a scale from 1 to 5.
- Feel free to start each session with a **feelings check-in** (page 2 in the workbook).
- Give each student a **set of anxiety triggers cards**. Lay out the **anxiety scale labels (1 – 5)** on the table so all students can access them. Discuss each anxiety trigger card with students and ask them to "rate" whether that trigger feels like a 1 (calm), 2 (uneasy), 3 (worried), 4 (nervous), or 5 (panicked) on the anxiety scale to them. It is okay (and expected) for students to have different ratings than their peers because we all experience anxiety differently. There are no right and wrong answers! As you go through each card, ask students to place the card under the corresponding label that shows how they would rate that trigger. Each student can form their own pile under each label.
- After you have gone through and rated each anxiety trigger card, ask students to **turn to page 14 in their workbooks: "My Levels of Anxiety."** Students can choose one card from each pile/label and glue it onto the correct space on the workbook page. Once they're done, students can share their page with the group. Generate a discussion on:
 - What similarities do you notice between group members' ratings of their triggers?
 - What differences do you notice between group members' ratings of their triggers?
 - Why did you label that trigger as a 1, 2, 3, etc.?
 - Which trigger panics you the most?
 - Which trigger doesn't bother you, and do you feel calm about?
 - How did you decide how to label each trigger?
- If there's time, give each student a **discussion card**. Ask them to share their thoughts, feelings, and experiences with the group.
- **Close** by saying that next week we will discuss what calm looks like.

SAMPLE

1 CALM >>>



2 UNEASY >>>



3 WORRIED >>>



4 NERVOUS >>>



5 PANICKED >>>



MY LEVELS OF ANXIETY

DIRECTIONS >>>

Rate the anxiety triggers on the cards. Then, glue one onto each level.

I feel...when...

5. PANICKED



Ke'Marion is worried about running into the classmate that bullied him.

4. NERVOUS



Alex is planning on asking Katie to be his date to the school dance today.

3. WORRIED



Maria has to take a midterm exam today.

2. UNEASY



Lorena studied the wrong material for the test.

Carla is thinking about the things that are wrong at school.

Everett's teacher said, "Grab a pencil, we're having a pop quiz!"

No one responded to Juana's message on the group text.

CALM >>>

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UNEASY >>>

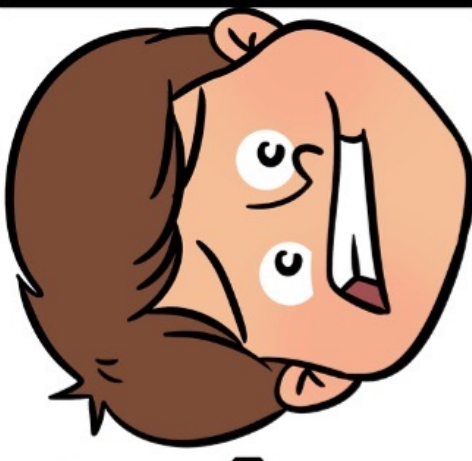
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WORRIED >>>

© Music City Counselor





4

NERVOUS

© Music City Counselor



5

PANICKED

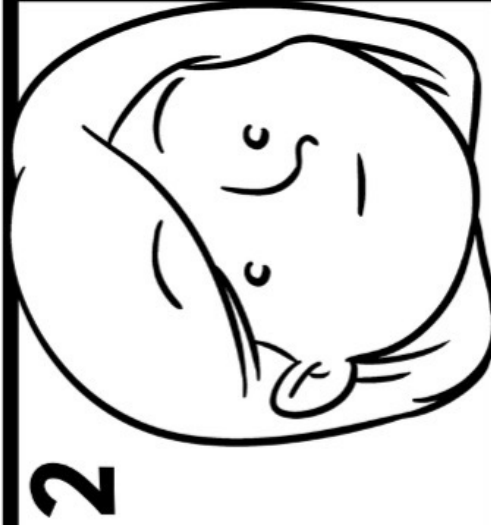
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CALM



© Music City Counselor

UNEASY



© Music City Counselor

WORRIED



© Music City Counselor



4

NERVOUS >>>

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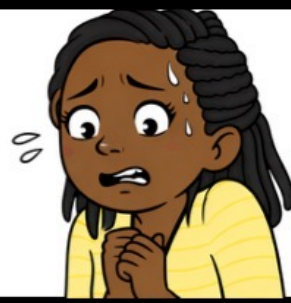


5

PANICKED >>>

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Hailey can't focus on her schoolwork because she is worried about the future.



© Music City Counselor



Huda just moved here from Florida and is walking into her new school building.

© Music City Counselor

Carson is standing in line in a big crowd at an amusement park.



© Music City Counselor



At the football game, Kenneth feels like everyone is looking at him and judging him.

© Music City Counselor

Scott walked into class late and everyone turned to look at him.



© Music City Counselor



Carlos and his dad are going on an airplane for the first time.

© Music City Counselor



Ke'Marion is worried about running into the classmate that bullied him.

© Music City Counselor



Maria has to take a midterm exam today.

© Music City Counselor



Lorena studied the wrong material for the test.

© Music City Counselor

Carla is thinking about all the things that could go wrong at school today.



© Music City Counselor



Marion's friend is sitting with someone else at lunch and she don't know where to sit.

© Music City Counselor

Everett's teacher said, "Grab a pencil, we're having a pop quiz!"



© Music City Counselor

Chelsea has to read aloud
in front of the class.



© Music City Counselor



Keldon isn't sure if he's invited
to the party his friends are
talking about.

© Music City Counselor

No one responded to Juana's
message on the group text.



© Music City Counselor

Alex is planning on asking
Katie to be his date to the
school dance today.



© Music City Counselor



Morgan said the wrong
thing when talking to the
boy that she likes.

© Music City Counselor

Marcos has soccer
tryouts after school today.



© Music City Counselor

Hailey can't focus on her schoolwork because she is worried about the future.



© Music City Counselor



Huda just moved here from Florida and is walking into her new school building.

© Music City Counselor

Carson is standing in line in a big crowd at an amusement park.



© Music City Counselor



At the football game, Kenneth feels like everyone is looking at him and judging him.

© Music City Counselor

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© Music City Counselor



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© Music City Counselor



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© Music City Counselor



Maria has to take a midterm exam today.

© Music City Counselor



Lorena studied the wrong material for the test.

© Music City Counselor

Carla is thinking about all the things that could go wrong at school today.



© Music City Counselor



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© Music City Counselor

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© Music City Counselor

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© Music City Counselor



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© Music City Counselor

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© Music City Counselor



Morgan said the wrong
thing when talking to the
boy that she likes.

© Music City Counselor

Marcos has soccer
tryouts after school today.



© Music City Counselor

ANXIETY levels



Share about a time
when you felt panicked.

PANICKED

© Music City Counselor

ANXIETY levels



Share about a time
when you felt nervous.

NERVOUS

© Music City Counselor

ANXIETY levels



Share about a time
when you felt worried.

WORRIED

© Music City Counselor

ANXIETY levels



Share about a time
when you felt uneasy.

UNEASY

© Music City Counselor

ANXIETY levels



Share about a time
when you felt calm.

CALM

© Music City Counselor

ANXIETY levels



Share about a time
when you felt panicked.

PANICKED

© Music City Counselor

ANXIETY levels



Share about a time
when you felt nervous.

NERVOUS

© Music City Counselor

ANXIETY levels

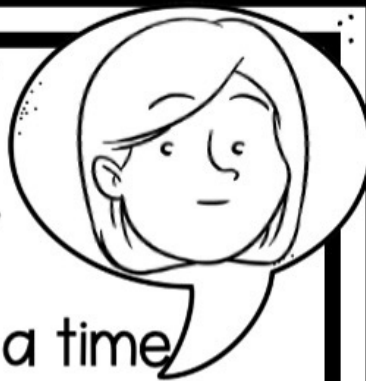


Share about a time
when you felt worried.

WORRIED

© Music City Counselor

ANXIETY levels



Share about a time
when you felt uneasy.

UNEASY

© Music City Counselor

ANXIETY levels



Share about a time
when you felt calm.

CALM

© Music City Counselor

SESSION 7: CALM LOOKS LIKE...

SESSION GOALS: >>>

- Students will learn the definition of calm.
- Students will learn the 3 manifestations of calm (thoughts, body, choices).
- Students will learn about the physical signs of calm.
- Students will reflect on what calm looks like in their own body.

ASCA ALIGNMENT: >>>

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **B-SMS 2:** Self-discipline and self-control.
- **B-SS 9:** Social maturity and behaviors appropriate to the situation and environment.

MATERIALS NEEDED: >>>

- 1 workbook per student
- 1 "Find Your Calm" booklet per student (2 pages)
- Scissors
- Glue sticks
- Pencils
- Markers or crayons

DIRECTIONS: >>>

- Greet students and explain that last week we focused on rating our anxiety on a scale from 1 to 5. Today, we're going to shift gears a bit and start focusing on how to *cope* with anxiety. We'll explore **what calm looks like in our bodies and brains**.
- Feel free to start each session with a **feelings check-in (page 2 in the workbook)**.
- Ask students to **turn to page 15 in their workbook, "What is Calm?"** Ask a different volunteer to read each of the 4 sections: the definition of calm and the 3 places that it manifests (our thoughts, bodies, and choices). Spark a discussion around:
 - How would you define calm? What does the provided definition mean to you?
 - How does calm manifest in your thoughts?
 - How does calm manifest in your body?
 - How does calm manifest in your choices?
- Ask students to **turn to page 16 in their workbook, "Calm Physical Manifestations."** Review the physical manifestations of calm. Explain that calm is what it feels like when your body knows you are safe. When you are calm, your breathing is slow and steady instead of fast or shallow. Your shoulders feel relaxed, not tight or scrunched up. Your hands and legs feel loose and still, not shaky or fidgety. Your heart beats at a normal, comfortable pace instead of racing. You might notice your stomach feels settled, not jumpy or tight. Your muscles feel softer, and your face may feel relaxed instead of tense. Your body has more energy to think, listen, and move smoothly because it is not in "emergency mode." Calm means your body is regulated, grounded, and ready to handle whatever comes next. Spark a discussion around:
 - Where in your body do you notice the **FIRST** signs of calm?
 - Which of these physical signs of calm do you experience most?
 - Which of these physical signs of calm do you **NOT** experience?
 - Did any of these common physical signs surprise you?
- Give each student a **"Find Your Calm" booklet**. Ask students to cut out the "Find Your Calm" cover page. Then, students fold the second page ("Calm Looks Like," "Reflection") in half along the line. Next, students glue the cover page onto the blank front of the folded half. Please see the sample on the next page. Students can color the pages, answer the questions, and write in how calm feels in each part of the body. Once they're done, students can share their booklets with the group.
- **Close** by saying that next week we will explore what calm feels like.

SAMPLE



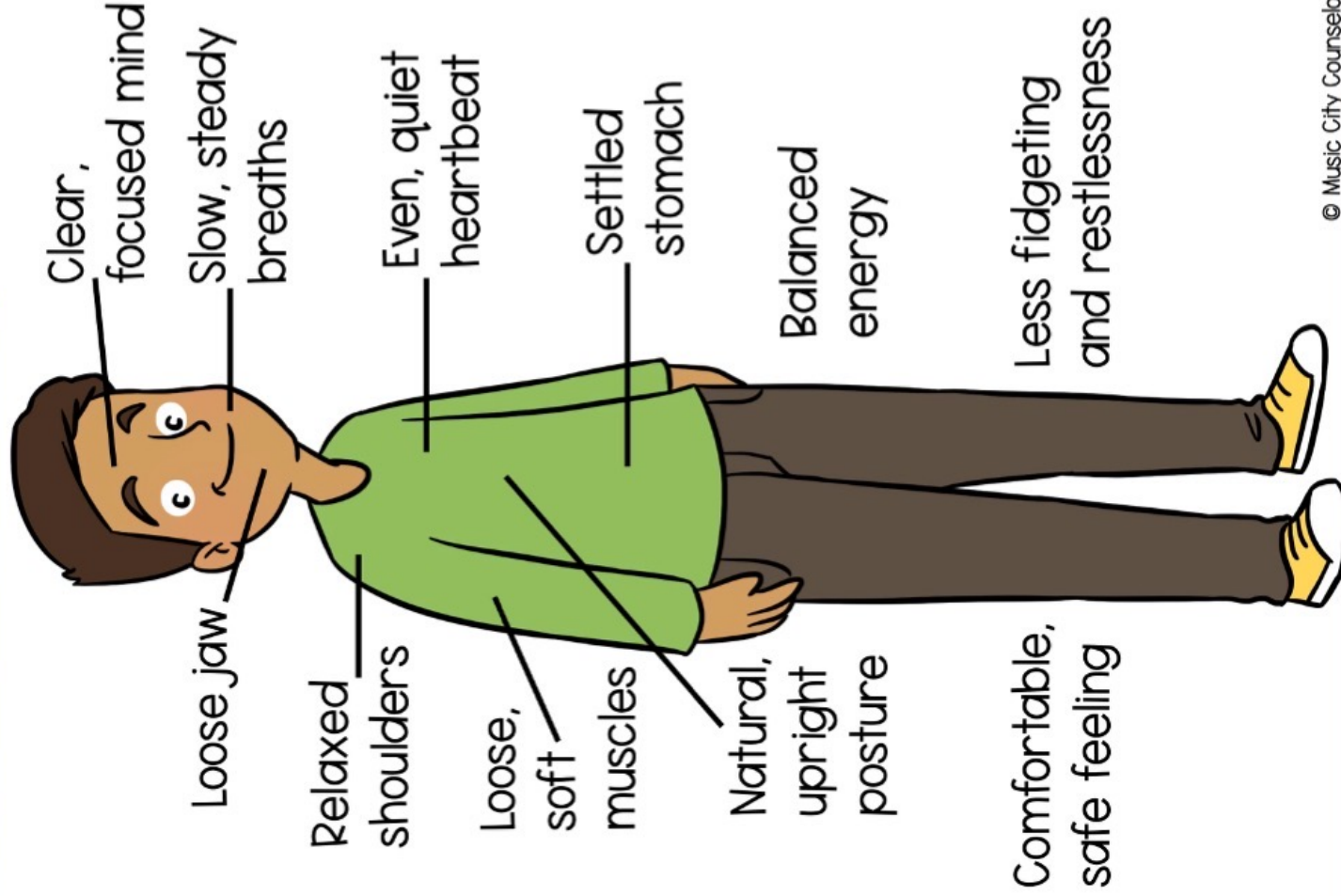
FIND YOUR

calm>>>

© Music City Counselor



CALM LOOKS LIKE >>>



Write how calm feels in each of these areas:

BREATHING



HEART



MUSCLES



STOMACH



THOUGHTS



ENERGY



REFLECTION >>>

One sign my body is calm is...

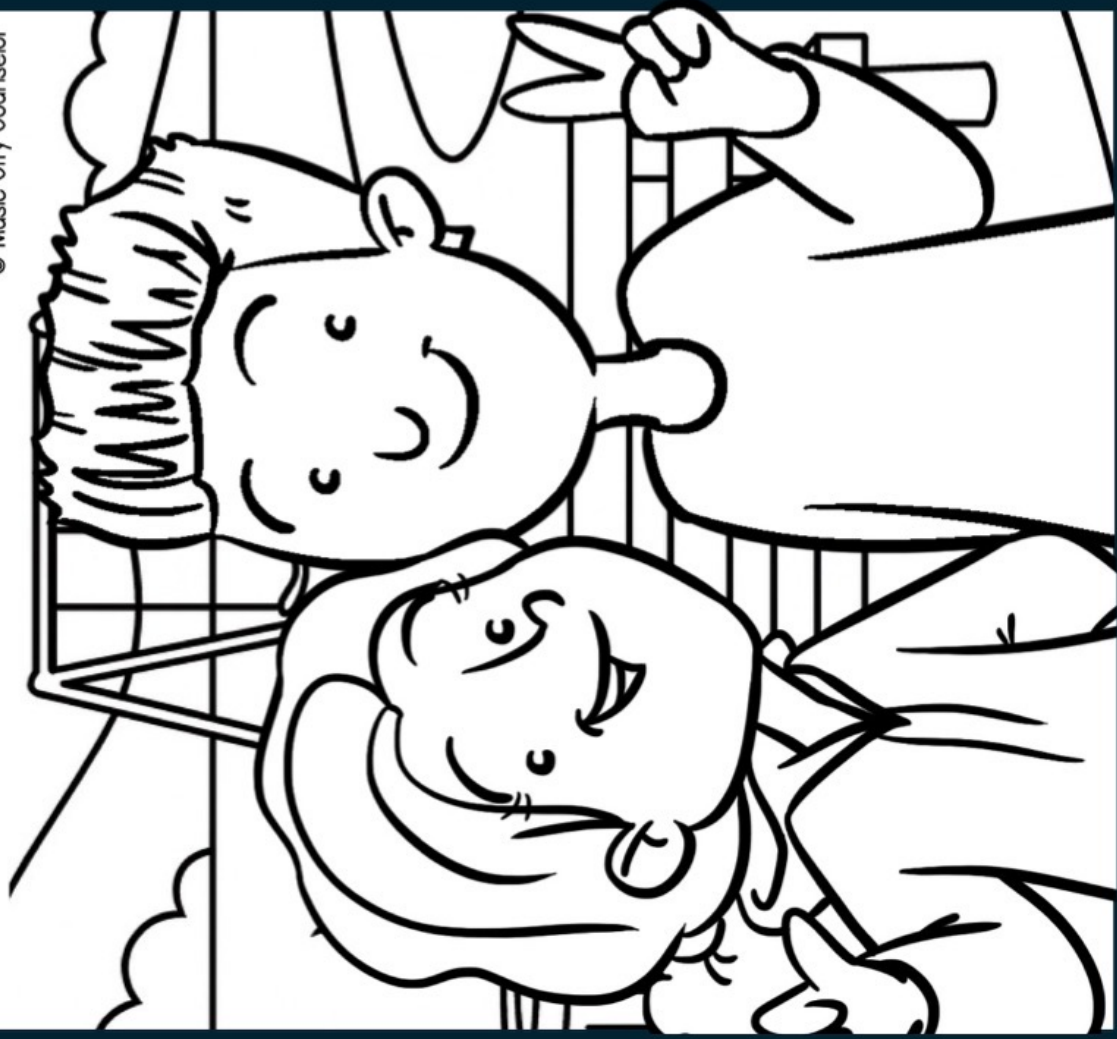
Calm helps me...

When I feel calm, I can...

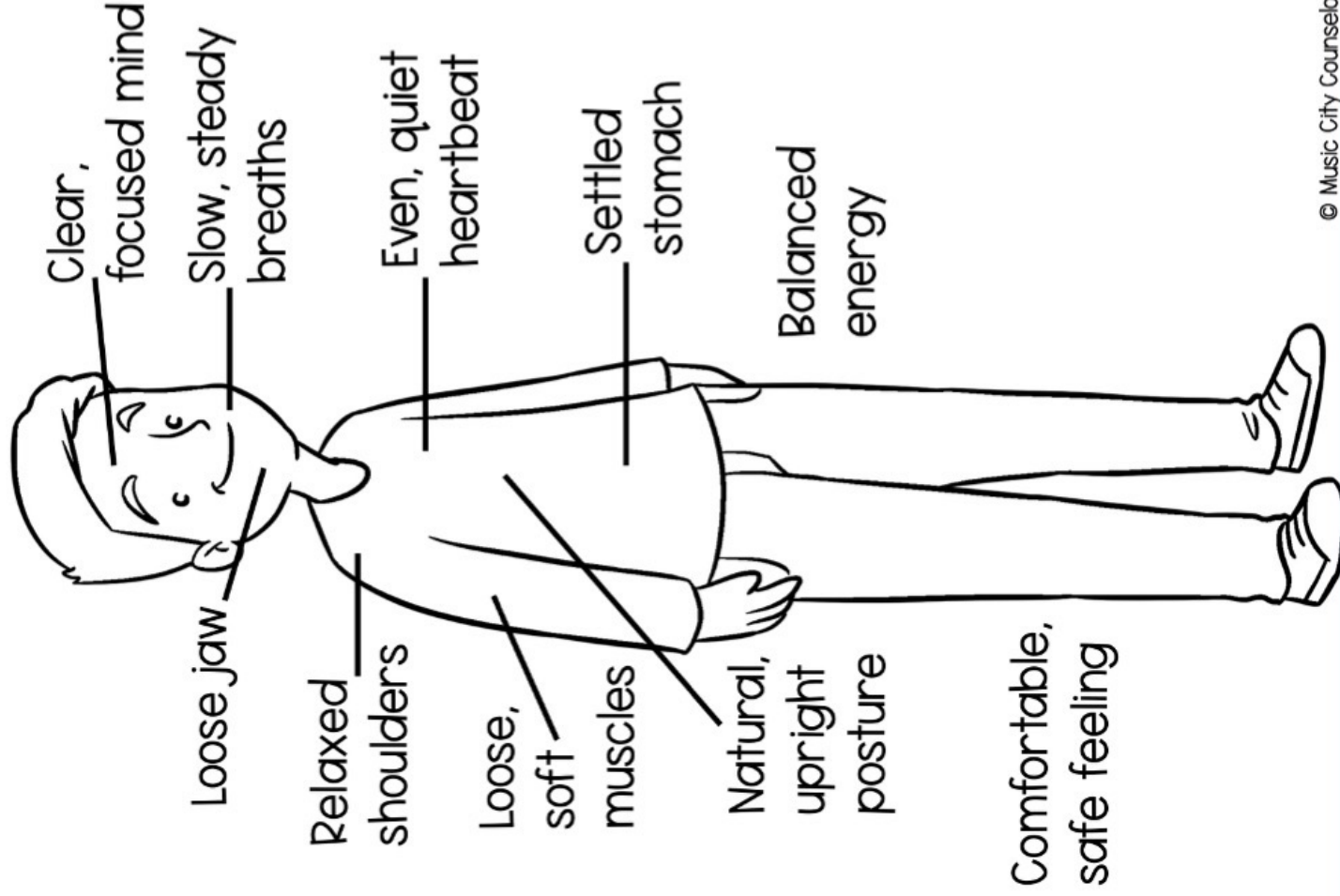
FIND YOUR

calm >>>

© Music City Counselor



CALM LOOKS LIKE >>>



Write how calm feels in each of these areas:

BREATHING



HEART



MUSCLES



STOMACH



THOUGHTS



ENERGY



REFLECTION >>>

One sign my body is calm is...

Calm helps me...

When I feel calm, I can...

SESSION 8: CALM FEELS LIKE...

SESSION GOALS: >>>

- Students will explore metaphors for what calm feels like in their bodies and brains.
- Students will reflect on what calm feels like to them.

ASCA ALIGNMENT: >>>

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **B-SMS 2:** Self-discipline and self-control.
- **B-SS 9:** Social maturity and behaviors appropriate to the situation and environment.

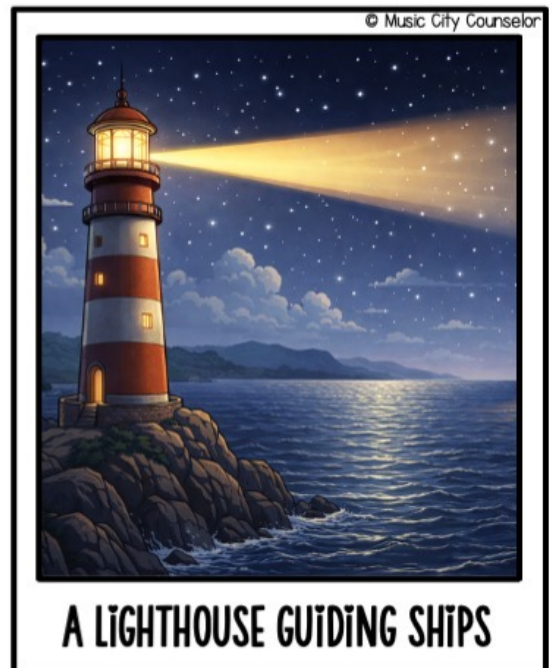
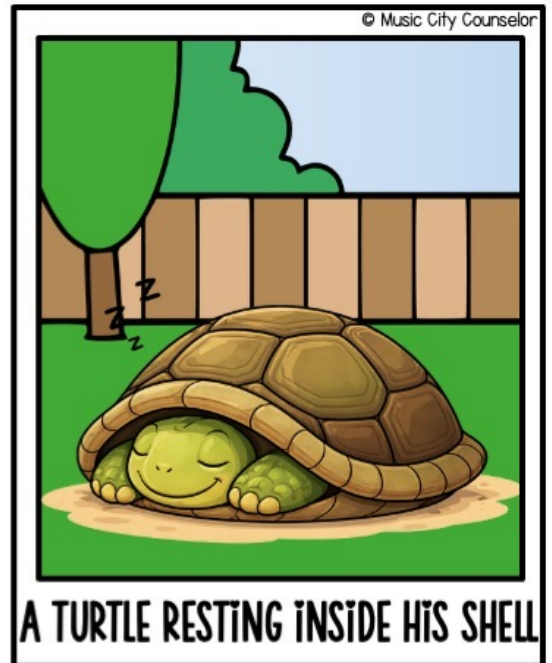
MATERIALS NEEDED: >>>

- 1 workbook per student
- Printed and cut-out "Calm Feels Like" cards
- Markers or crayons
- Optional: coloring pages

DIRECTIONS: >>>

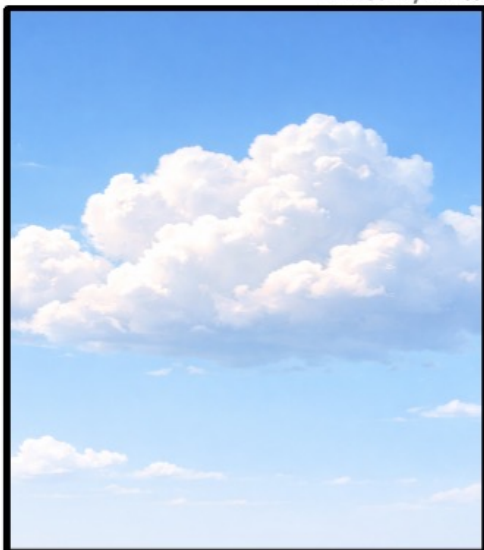
- Greet students and explain that last week we focused on what calm *looks like* and today we're going to explore *what calm feels like*.
- Feel free to start each session with a **feelings check-in** (page 2 in the workbook).
- Explain that **calm looks and feels different for everyone**. For some people, calm feels quiet, like their thoughts slow down and their body feels still. For others, calm feels steady, like they can move, talk, and focus without feeling rushed or overwhelmed. Some people feel calm when they are alone, while others feel calm when they are with people they trust. There is no "right" way for calm to feel. What matters most is noticing your own calm. When you learn how calm feels in your body, thoughts, and choices, it becomes easier to recognize it and come back to it when things feel stressful.
- Tell students that we are going to explore some **common metaphors for what calm feels like in our bodies and brains**. Give each student a couple of "Calm Feels Like..." cards. Have students take turns sharing their cards with the group. Generate a discussion around:
 - Explain what you see on your card. How might calm feel this way?
 - Have you ever experienced calm feeling this way? If so, when? Explain.
 - Which one of these cards most accurately explains how calm feels to you?
 - Do any of these cards surprise you? Which ones, and why?
- Ask students to **turn to page 17 in their workbooks: "Finding My Calm."** Ask students to draw what calm feels like to them. They can choose one of the metaphors on the cards or create their own. Once they're done, students can take turns sharing their drawings. If students would rather not draw, or have extra time, they can color one of the included **calm coloring pages (6 different options included)**.
- **Close** by saying that next week we will learn about coping skills to manage anxiety.

CALM FEELS LIKE...CARDS



CALM FEELS LIKE...CARDS

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A SLOW-MOVING CLOUD

© Music City Counselor



A QUIET LIBRARY

© Music City Counselor



A TREE WITH STRONG ROOTS

© Music City Counselor



A ROCKING CHAIR ON A PORCH

© Music City Counselor



A WARM MUG OF COCOA

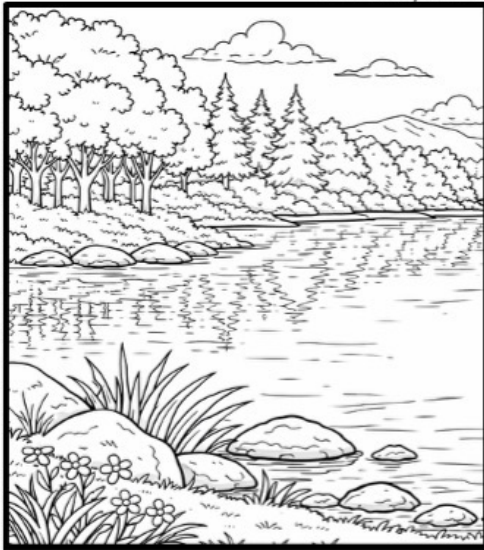
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GENTLE WAVES ROLLING IN

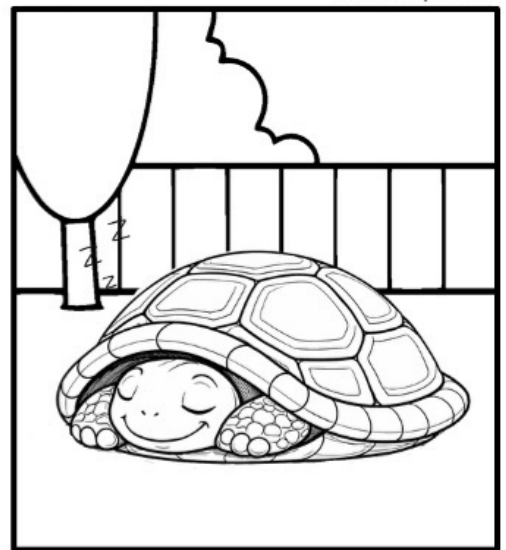
CALM FEELS LIKE...CARDS

© Music City Counselor



A SMOOTH, SERENE LAKE

© Music City Counselor



A TURTLE RESTING INSIDE HIS SHELL

© Music City Counselor



A CAT LAYING IN THE SUN

© Music City Counselor



A LIGHTHOUSE GUIDING SHIPS

© Music City Counselor



A SOFT BREEZE ON A WARM DAY

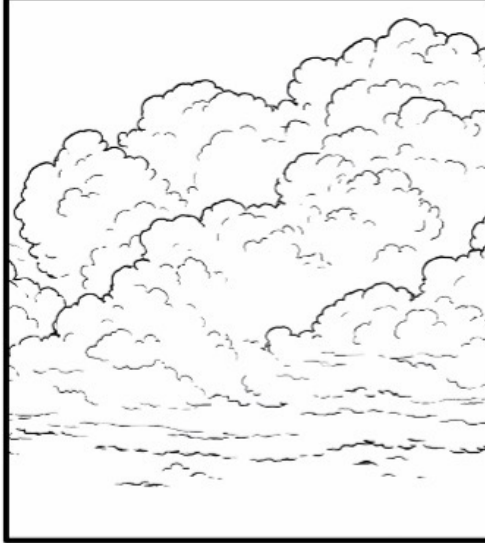
© Music City Counselor



A COZY BLANKET

CALM FEELS LIKE...CARDS

© Music City Counselor



A SLOW-MOVING CLOUD

© Music City Counselor



A QUIET LIBRARY

© Music City Counselor



A TREE WITH STRONG ROOTS

© Music City Counselor



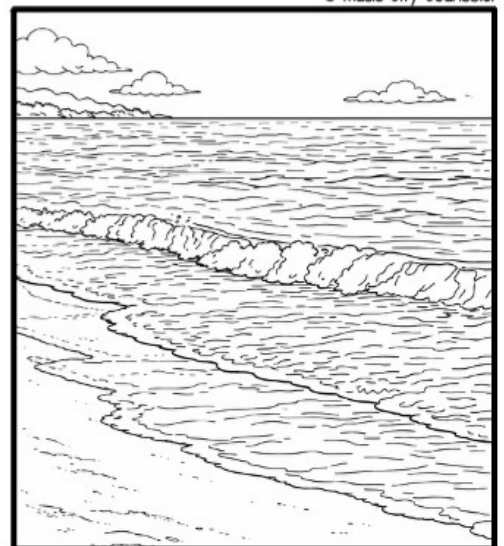
A ROCKING CHAIR ON A PORCH

© Music City Counselor

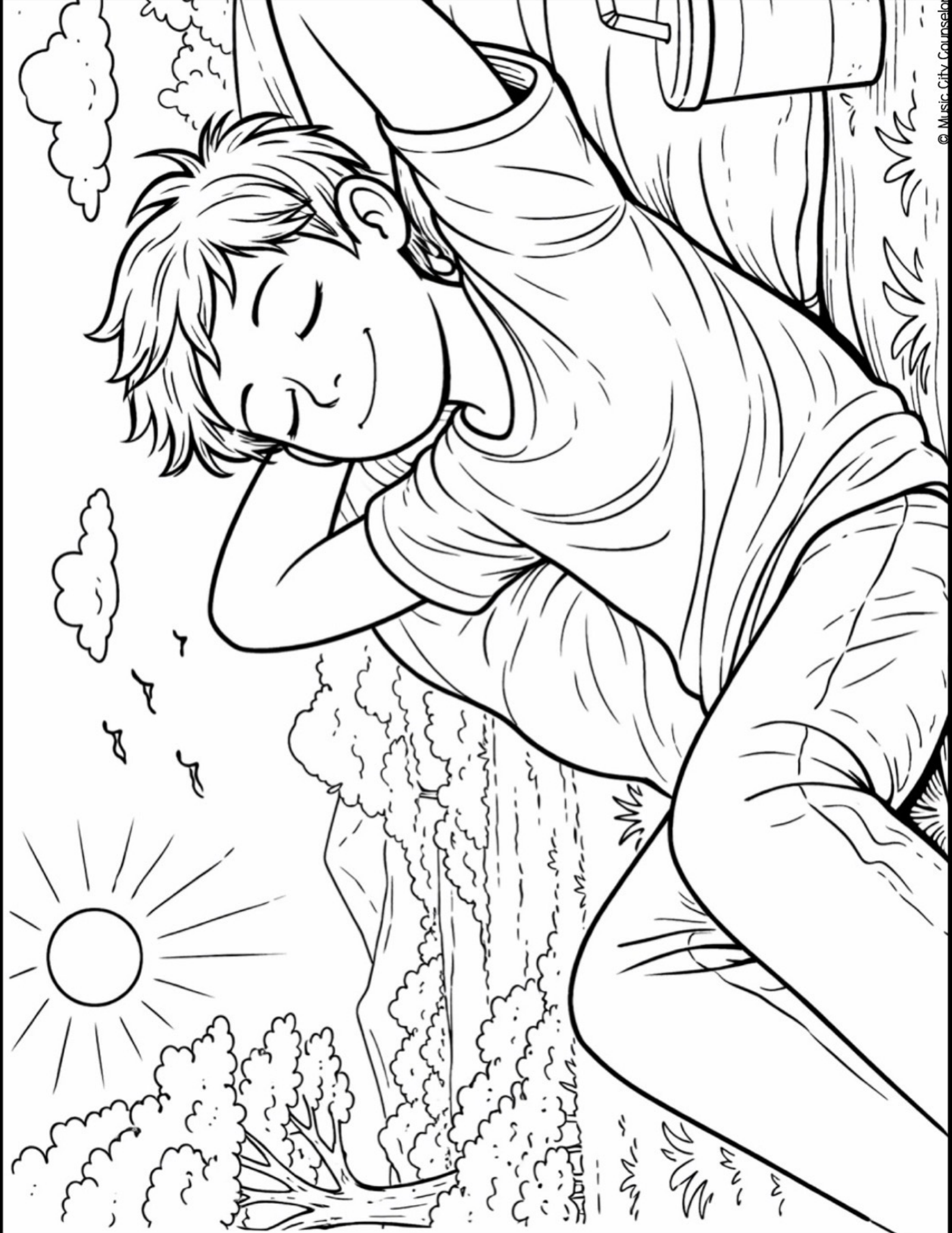


A WARM MUG OF COCOA

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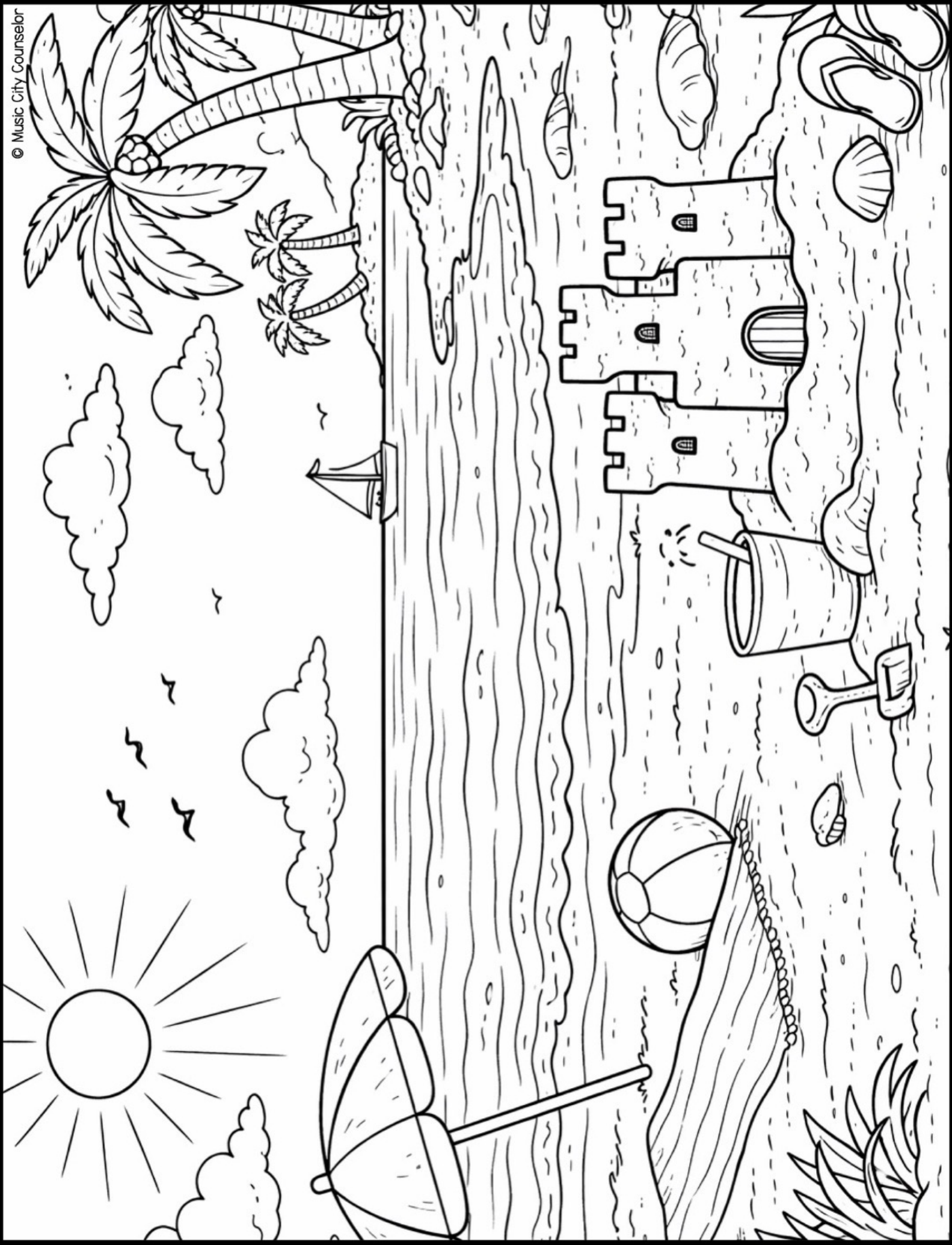


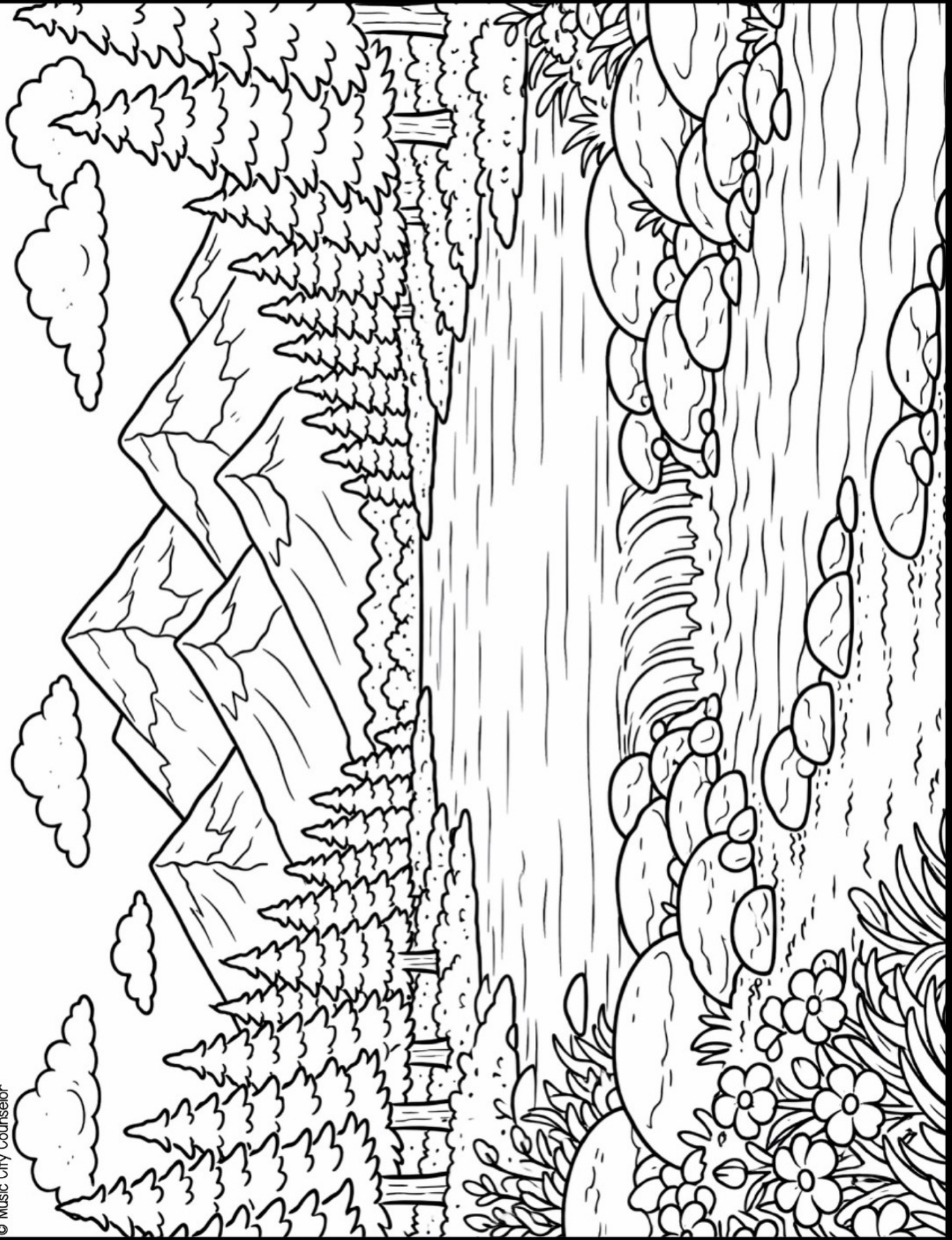
GENTLE WAVES ROLLING IN

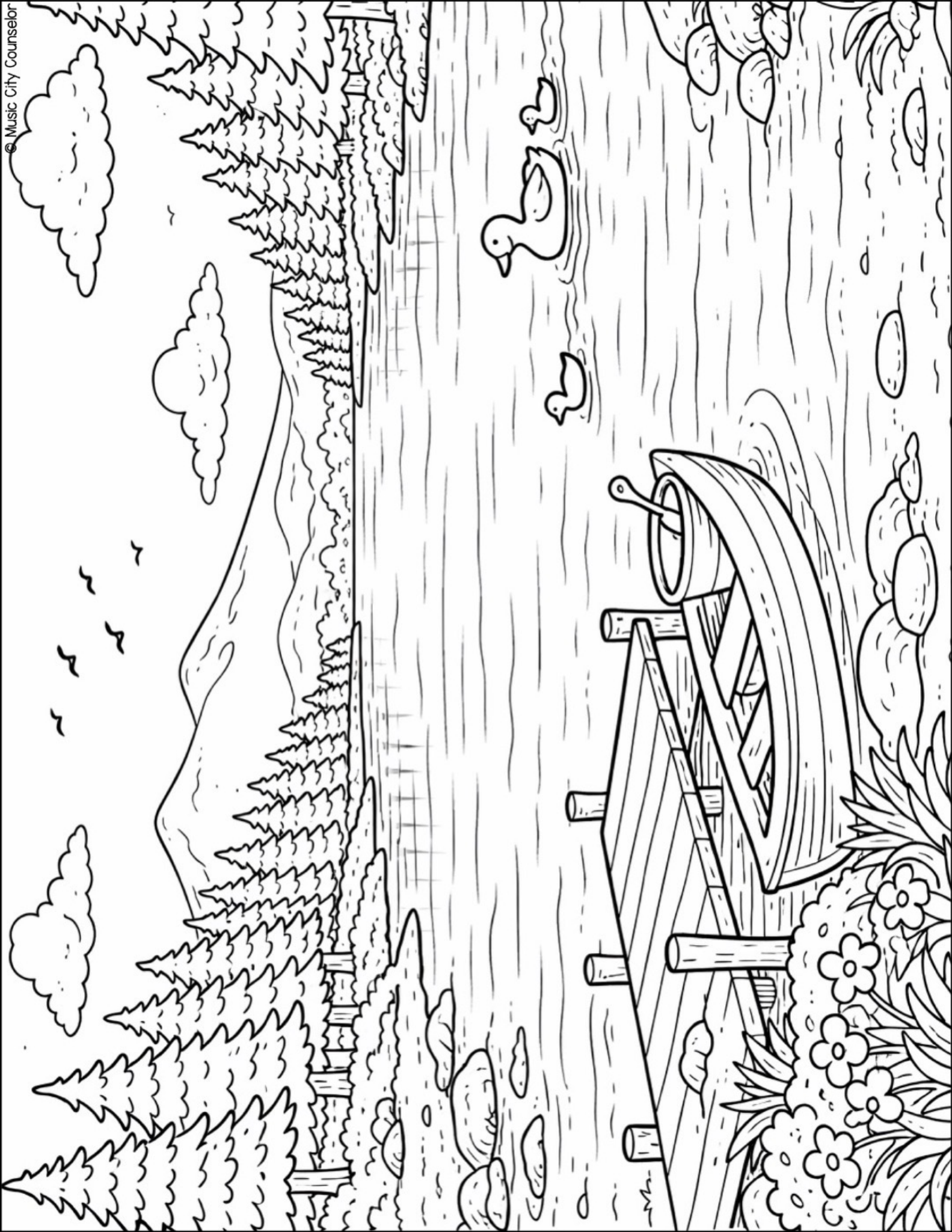












SESSION 9: USING COPING SKILLS

SESSION GOALS: >>>

- Students will learn the definition of "coping skill."
- Students will learn how and why coping skills are helpful.
- Students will learn and practice 12 coping skills.
- Students will reflect on and identify which coping skills they like best.

ASCA ALIGNMENT: >>>

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **B-SMS 2:** Self-discipline and self-control.
- **B-SMS 7:** Effective coping skills.
- **B-SS 9:** Social maturity and behaviors appropriate to the situation and environment.

MATERIALS NEEDED: >>>

- 1 workbook per student
- [Google Slides](#) or PowerPoint
- 1 Fortune Teller template per student
- Markers or crayons
- Scissors

DIRECTIONS: >>>

- Greet students and explain that this week we are going to learn **12 ways to cope with anxiety**.
- Feel free to start each session with a **feelings check-in (page 2 in the workbook)**.
- Pull up the **Coping Skills PowerPoint** or [Google Slides presentation](#). Before you start, find out what students already know about coping skills. Ask:
 - What is a coping skill?
 - What are examples of coping skills?
- **Go through slides 1 – 6.** Teach students the definition of coping skills, how coping skills help, how we all have different preferences for coping skills, how different situations require different strategies, and what is the ultimate goal of coping strategies.
- **Next, go through slides 7 – 18.** Ask students to take turns reading aloud the description of each coping skill. If it is a strategy that you can practice in that moment (like breathing, thinking positive, counting to 10), model and practice it with students! As you talk through each strategy, ask students:
 - Have you tried this coping skill before? If yes, when? Was it helpful or not helpful?
 - Does this coping skill seem helpful to you? Why or why not?
 - Is this a coping skill that you use often? Why or why not?
 - Would you like to learn more about this coping skill? Why or why not?
 - Which are your favorite, go-to coping skills?
 - Which coping skills don't seem to help you?
- **Pages 19 – 20 in the workbook** review all of this information for future reference for students.
- Give each student the **Coping Skills Fortune Teller template**. **Full color and black/white are provided.** Follow the directions and create the Fortune Teller craft with students. If you use the black/white version, students can color it. Once they're made, students can practice using them with a partner. Each of the main flaps features a level of anxiety (uneasy, worried, nervous, panicked) and the inside flaps show different coping skills.
- **Close** by saying that next week will be our final week of group!

SAMPLE



WHAT ARE COPING SKILLS? >>>

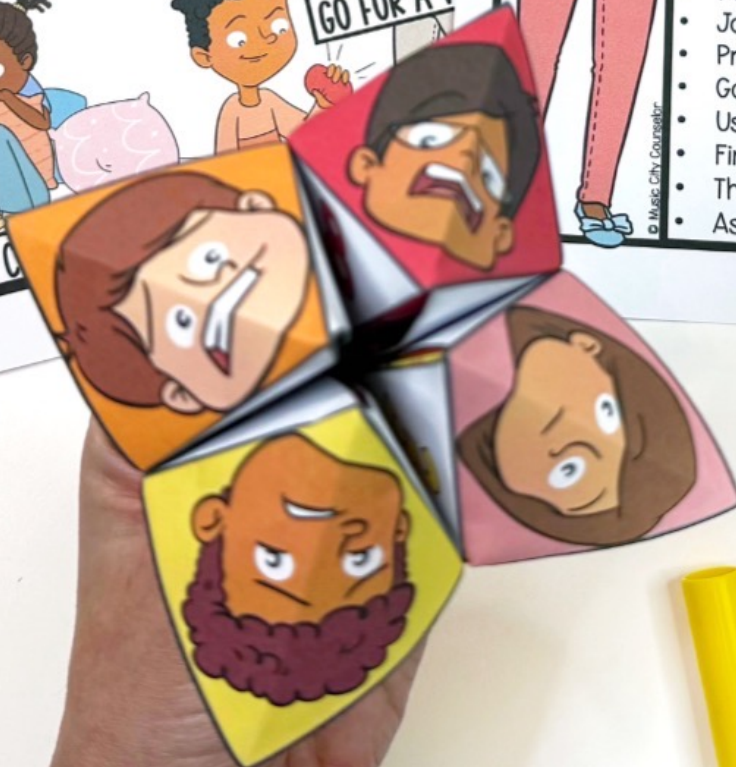
Coping skills are tools and strategies you can use to manage your feelings, stress, or tough situations in a healthy way.

HOW ARE COPING SKILLS USED?

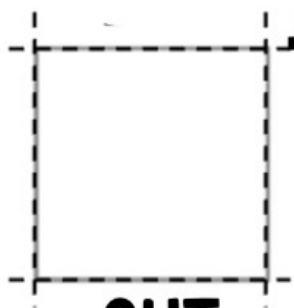


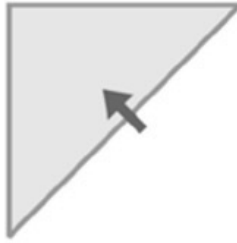



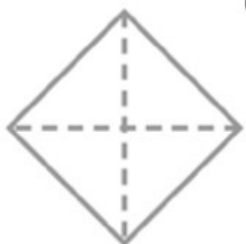
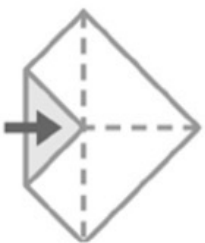


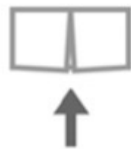


Coping skills help you calm your mind, and make good choices instead of reacting in ways you might regret. Coping skills do not make problems disappear, but they help you manage how you feel about challenges more effectively.

EXAMPLES OF COPING SKILLS

- Count to 10
 - Breathe
 - Listen to music
 - Talk it out with a friend or grown-up
 - Read a book
 - Journal, draw, or write
 - Practice yoga
 - Go for a walk
 - Use tools (i.e. fidgets, stress ball)
 - Find a cozy spot to relax
 - Think positive thoughts
 - Ask for a hug
- © Music City Counselor



FORTUNE TELLER/ "COOTIE CATCHER" DIRECTIONS:

 1 CUT	 2 FOLD	 3 UNFOLD	 4 FOLD
 5 UNFOLD	 6 FOLD CORNERS INTO CENTER	 7	 8 FLIP OVER
 9 FOLD CORNERS INTO CENTER	 10	 11 FLIP OVER	 12 FOLD IN HALF
 13 UNFOLD	14 FOLD IN HALF AND PUT FINGERS INTO FLAPS		

1

2

3

8



WALK

BREATHE

IMAGINE

COUNT



TOOLS

COZY SPOT



TALK OUT

JOURNAL



4

7



6

5

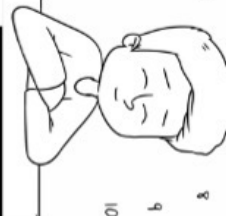
1



2



3



WALK BREATHE

IMAGINE



COUNT

COZY SPOT



TOOLS



JOURNAL TALK OUT



4

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6



5



SESSION 10: GROUP CLOSURE & REFLECTION

SESSION GOALS: >>>

- Students will assess their knowledge of anxiety and coping skills learned in group with a post-survey.
- Students will reflect on their experiences, memories, and lessons learned in group.

ASCA ALIGNMENT: >>>

- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **B-SMS 2:** Self-discipline and self-control.
- **B-SMS 7:** Effective coping skills.
- **B-SS 9:** Social maturity and behaviors appropriate to the situation and environment

MATERIALS NEEDED: >>>

- 1 workbook per student
- Pencils
- Printed + cut-out Coping Skills Charades Cards
- 1 printed certificate per student

DIRECTIONS: >>>

- Before group, write up a **certificate** for each student.
- Greet students and explain that this is our **final group session**. Today we're going to **reflect** on what we learned and experienced in group.
- Feel free to start each session with a **feelings check-in** (page 2 in the workbook).
- Ask students to turn to **page 21 in their workbook, "My Time in Group."** They can write in each box about their experiences, memories, favorites, and lessons learned in group.
- Ask students to turn to **page 23 in their workbook, the post-survey.** Explain that this little form will help us understand how much progress they have made in group. Read each question aloud and ask students to circle or color the "yes" 😊, "maybe" 😐, and "not yet" 😞 faces.
- With your remaining time, play **Coping Skills Charades**. Place the 12 cards in a pile on the table, face down. Students can take turns grabbing a card and placing it face down in front of them. Students act out the coping skill on their card using only gestures/without speaking. Group members can guess which coping skill they are portraying.
- Give each student a **certificate** for successfully completing group!

COPING skills
CHARADES

COUNT
TO 10



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TAKE
DEEP
BREATHS

COPING skills
CHARADES

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COPING skills
CHARADES

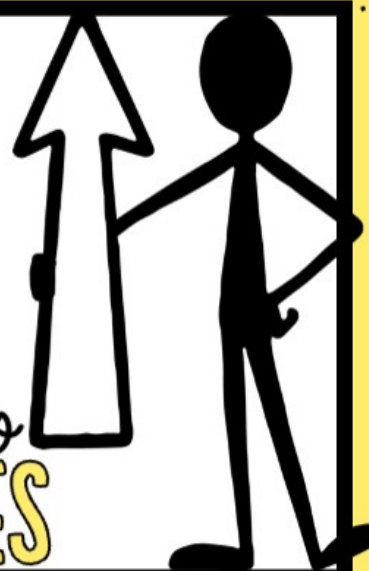
LISTEN
TO MUSIC



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READ A
BOOK

COPING skills
CHARADES



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JOURNAL,
WRITE

COPING skills
CHARADES



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COPING skills
CHARADES

TALK IT
OUT

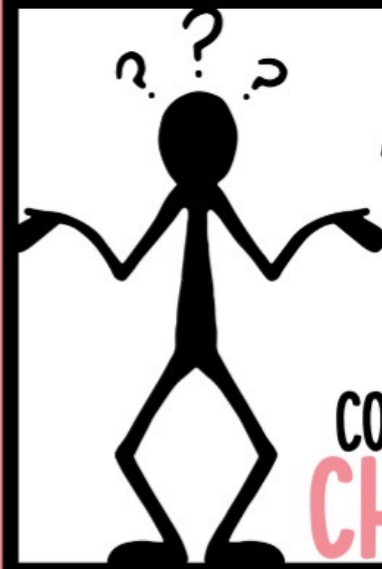


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THINK
POSITIVE
COPING skills
CHARADES

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ASK FOR
A HUG
COPING skills
CHARADES

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FIND A
COZY SPOT
COPING skills
CHARADES

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USE
TOOLS
COPING skills
CHARADES

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PRACTICE
YOGA
COPING skills
CHARADES

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COPING skills
CHARADES
GO FOR
A WALK

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COPING skills
CHARADES
COUNT
TO 10



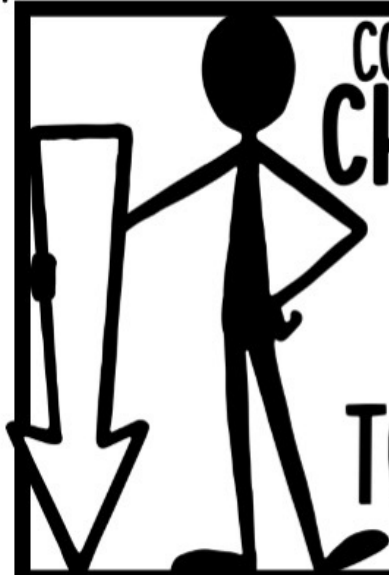
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TAKE
DEEP
BREATHS
COPING skills
CHARADES



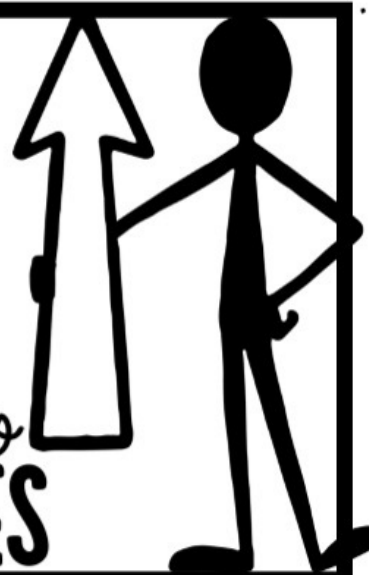
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CHARADES
LISTEN
TO MUSIC



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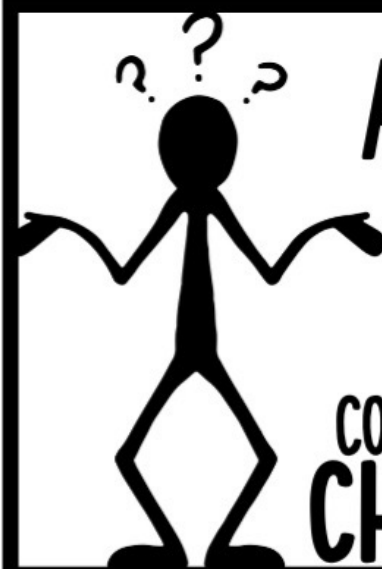


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CHARADES
GO FOR
A WALK



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School Name

School Counselor

Date



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School Name

School Social Worker

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