

GRADES
K - 5th

ANXIETY

Small Group Counseling Curriculum



THE PEACEFUL PALS

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BINDER SPINES



Music City Counselor

ANXIETY SMALL GROUP



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ANXIETY SMALL GROUP



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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:

- Due to the nature of this group, I recommend having 4-6 students participate.
- These materials are **differentiated** for use with K-5th graders. Please choose the activities that best fit the needs and abilities of your students and the amount of time you have.
- I recommend meeting **weekly for 11 weeks for 30-minute sessions**.
- This group is **flexible** to meet the needs and developmental level of your students. You can implement all 11 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 of the forms are included in a separate file in the zip folder.
- **Hall passes, reminders, and an attendance chart** are provided.
- A detailed **session plan** is included for each session as well as all of the instructional materials you will need. Worksheets and 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 11. 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: Introduction to Group & Get to Know You
- Session 2: What is Anxiety & What Does it Look Like?
- Session 3: What Does Anxiety Feel Like?
- Session 4: What Are Anxiety Triggers?
- Session 5: The 5 Levels of Anxiety
- Session 6: My Anxiety Garden
- Session 7: What is Calm & What Does it Look Like?
- Session 8: What Does Calm Feel Like?
- Session 9: Using Coping Skills
- Session 10: Group Review Folder Game
- Session 11: 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.*

FOLDER COVERS

Riley Winston
THE PEACEFUL PALS
—GROUP FOLDER—



© Music City Counselor

THE PEACEFUL PALS

— GROUP FOLDER —

.....



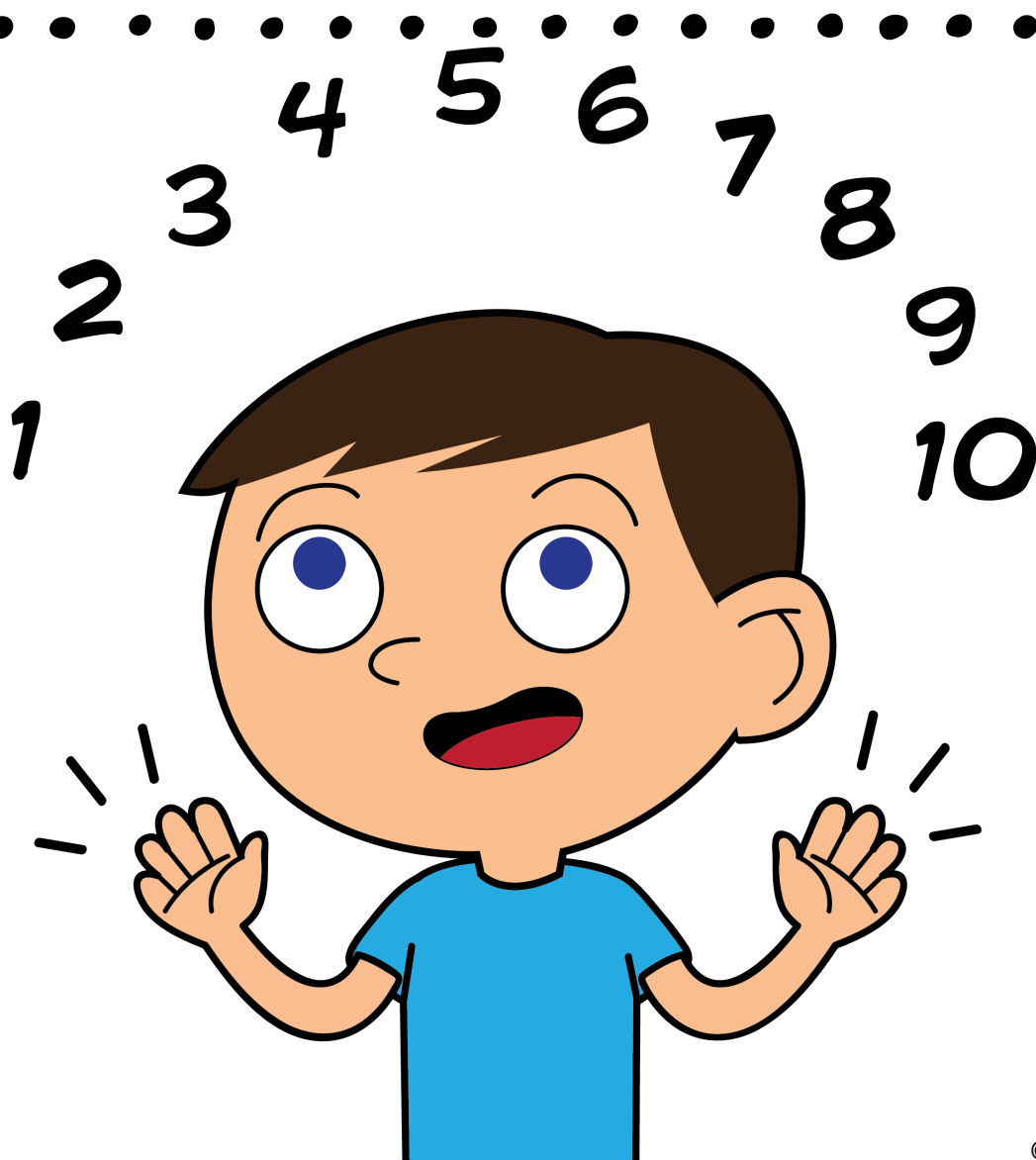
THE PEACEFUL PALS

— GROUP FOLDER —



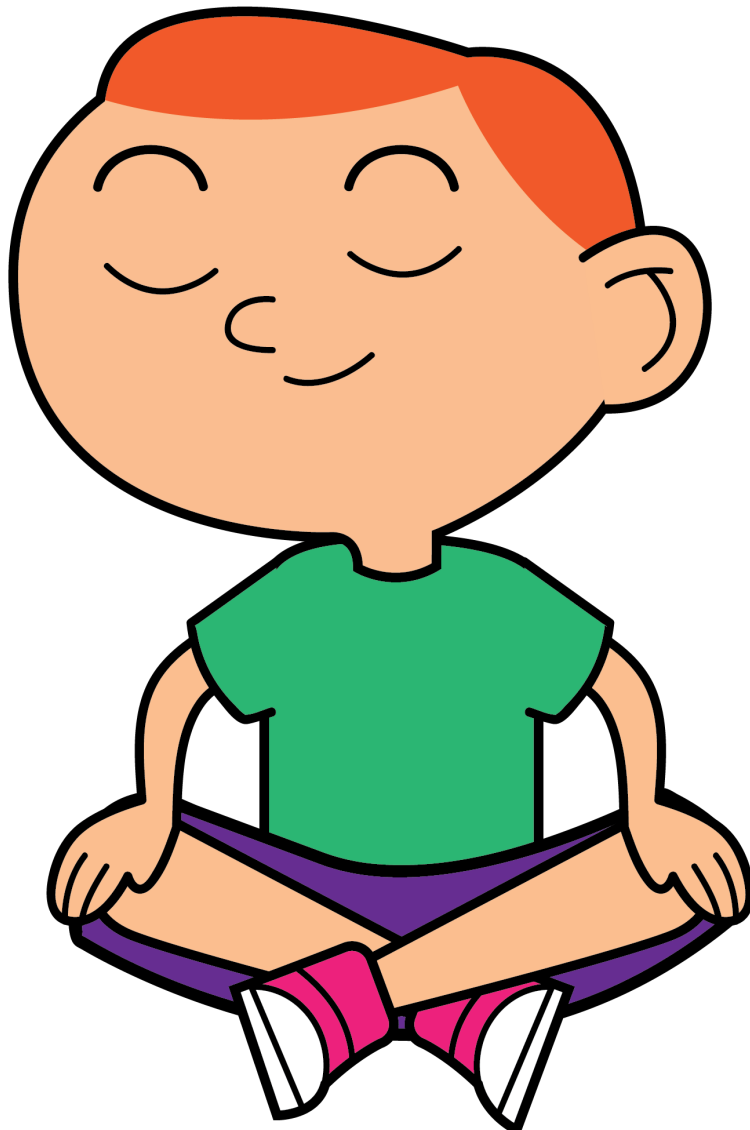
THE PEACEFUL PALS

— GROUP FOLDER —



THE PEACEFUL PALS

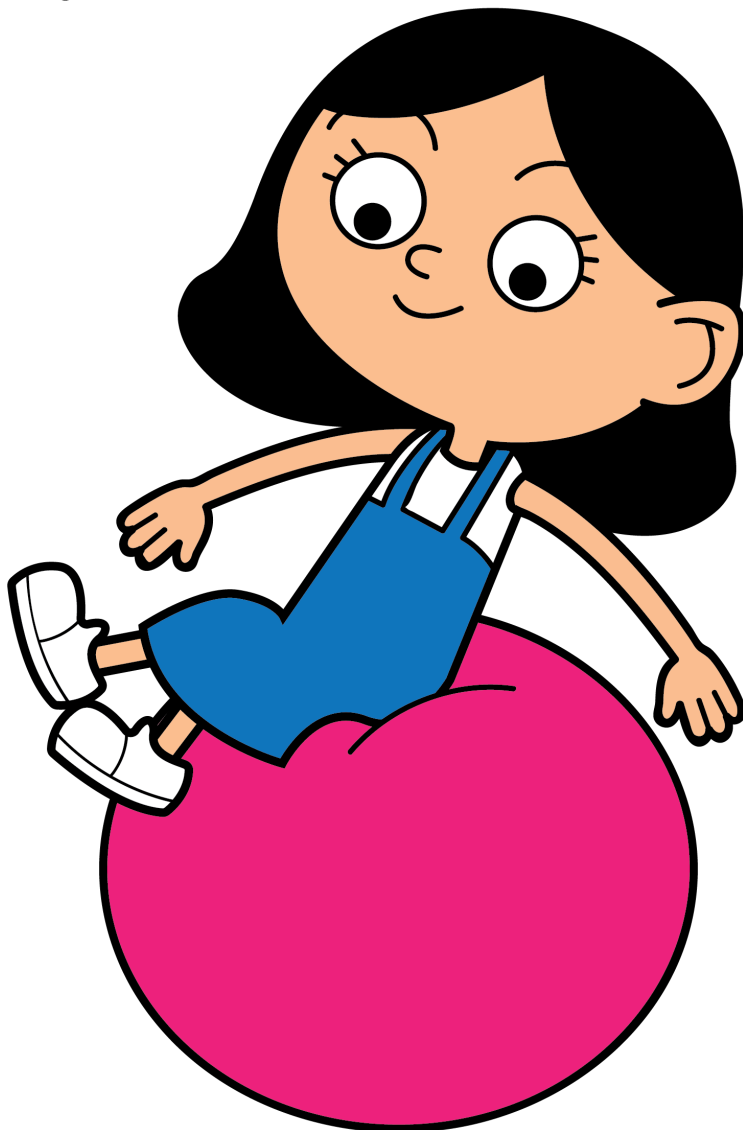
— GROUP FOLDER —



THE PEACEFUL PALS

— GROUP FOLDER —

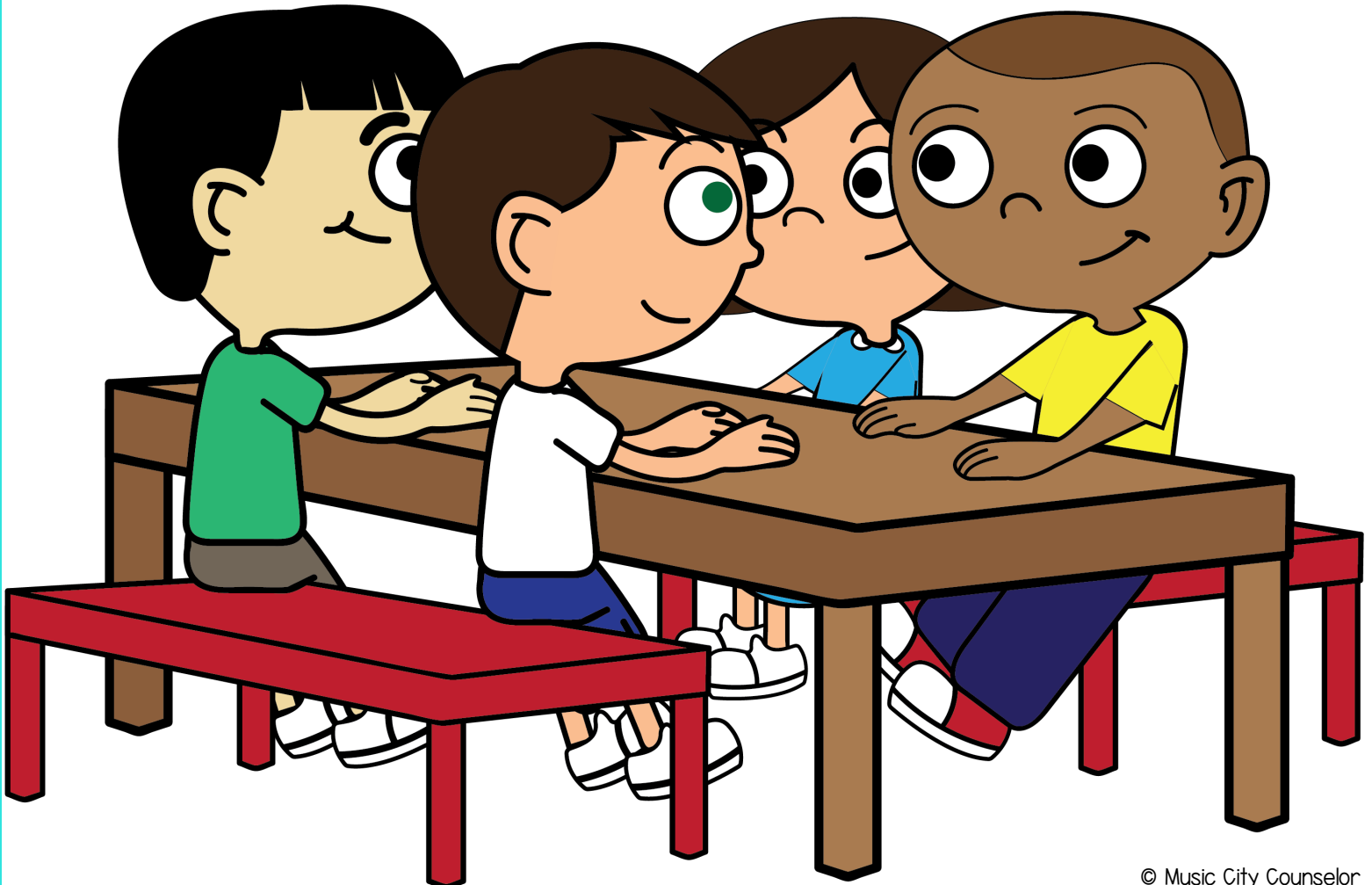
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THE PEACEFUL PALS

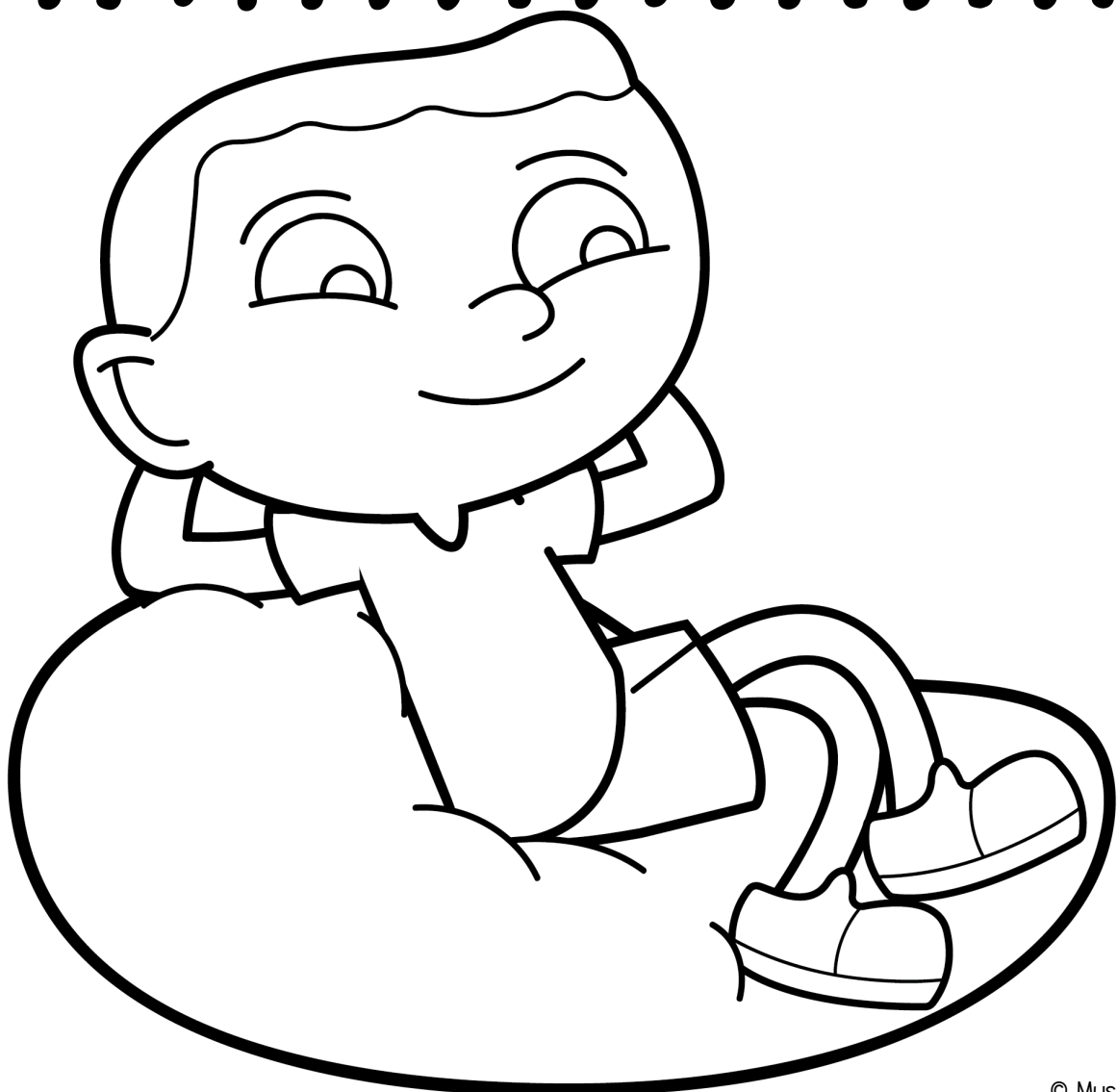
— GROUP FOLDER —

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THE PEACEFUL PALS

— GROUP FOLDER —



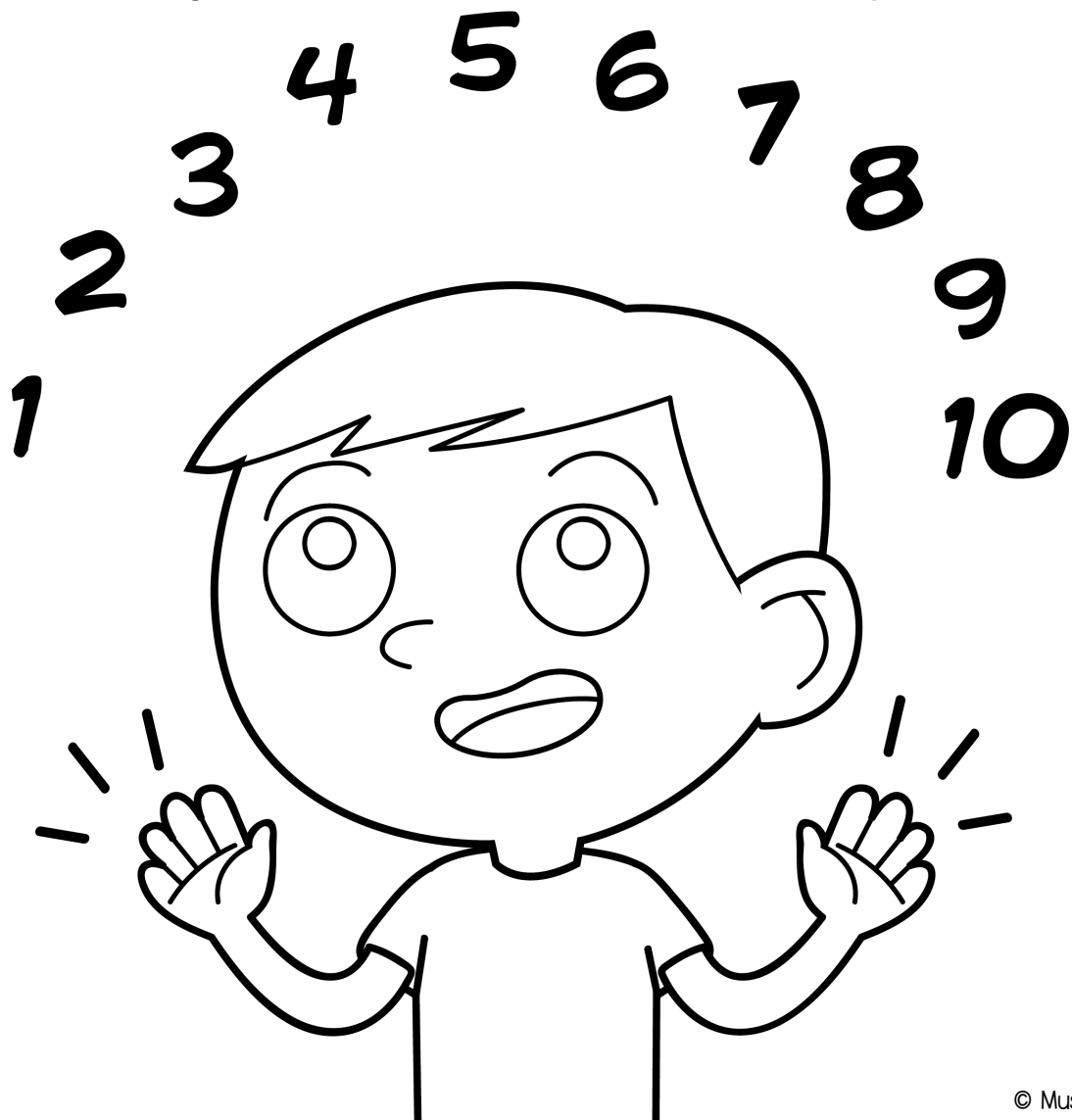
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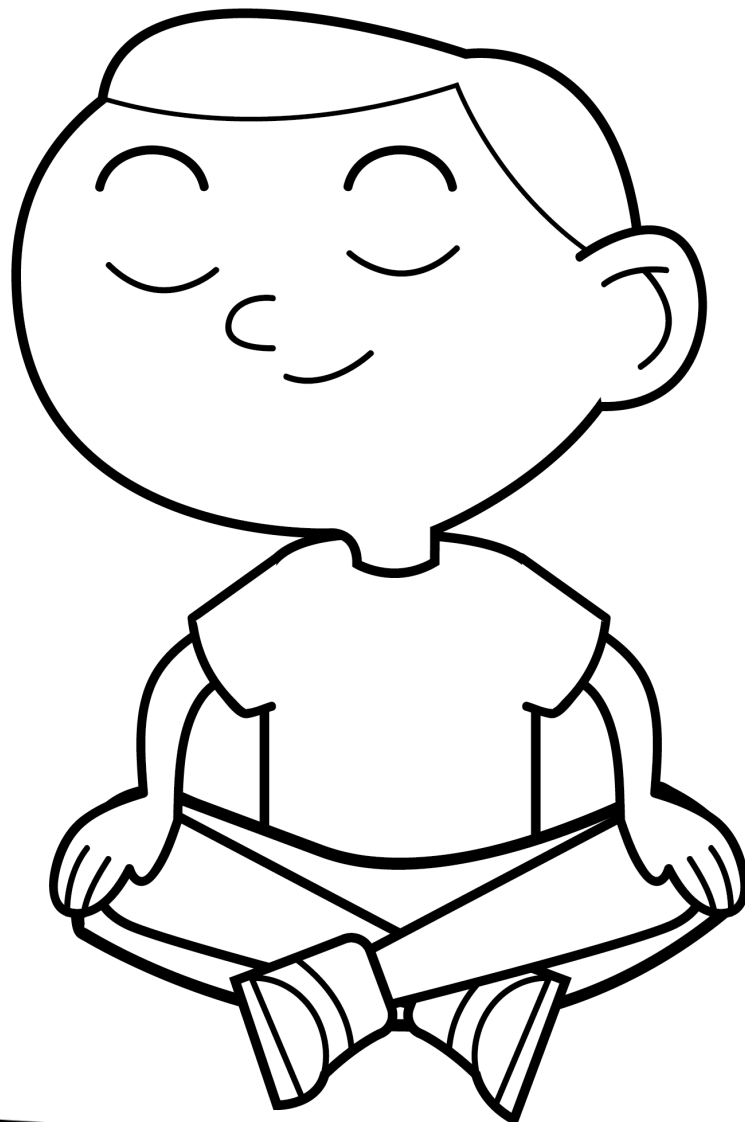
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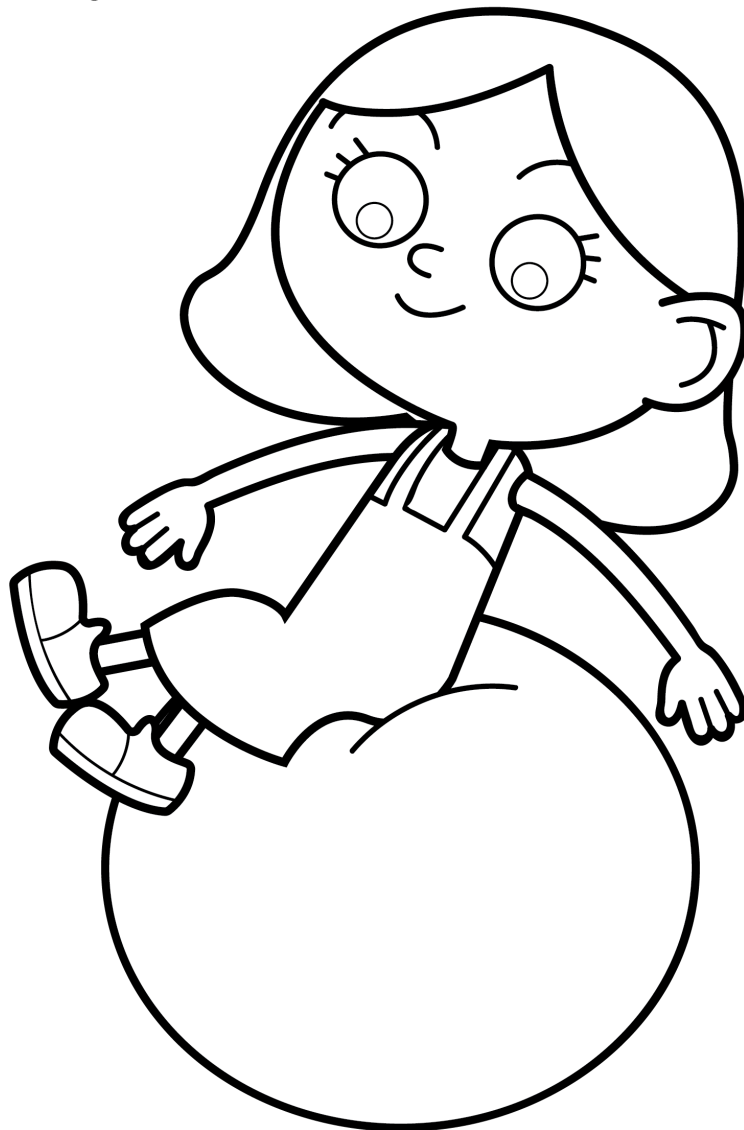
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— GROUP FOLDER —



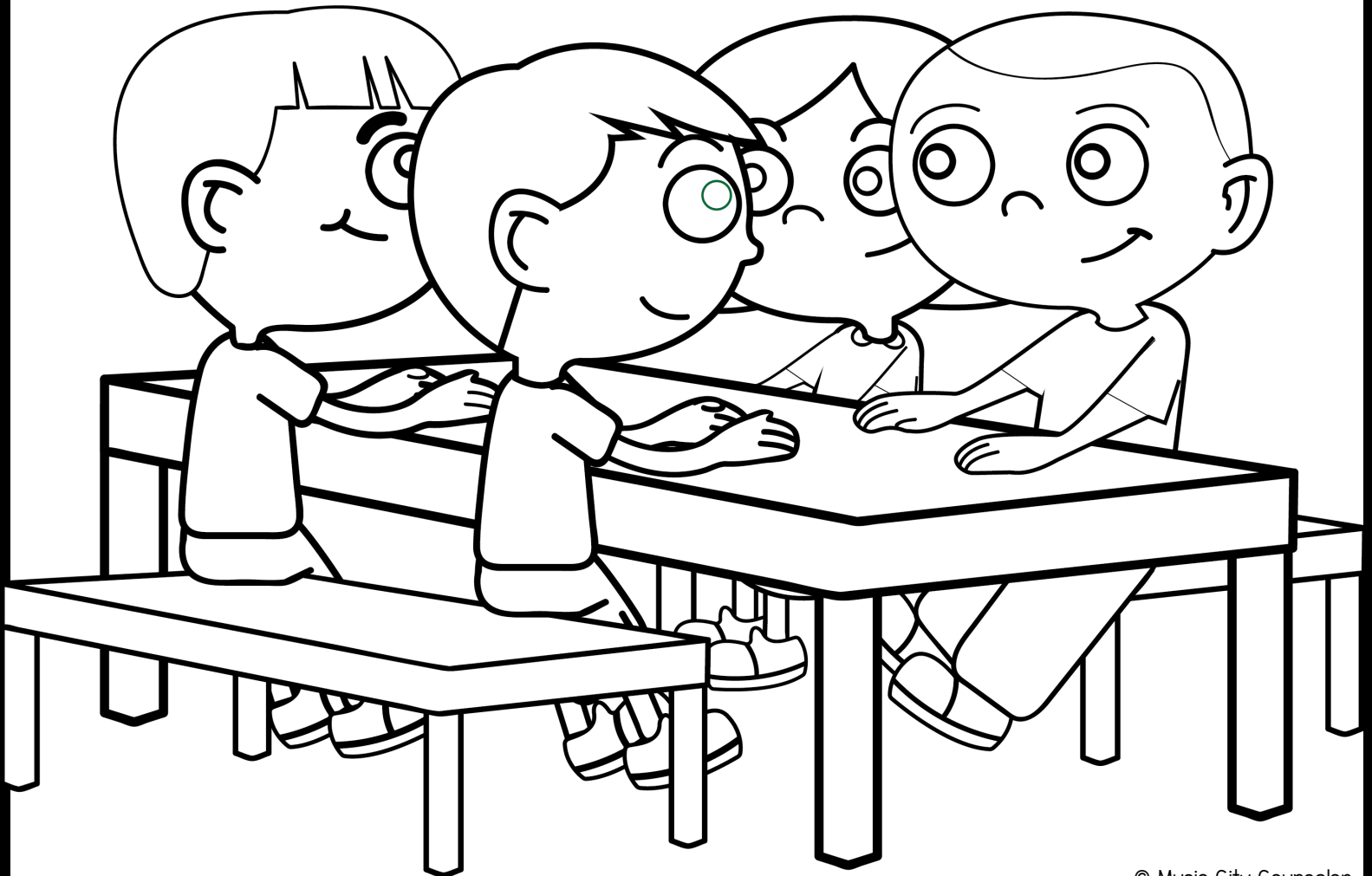
THE PEACEFUL PALS

— GROUP FOLDER —



THE PEACEFUL PALS

—GROUP FOLDER—



FORMS

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 Peaceful Pals." This group will focus on coping with anxiety and worry.

Our group will meet for a total of 11 weeks starting on _____.

We will meet for 30 minutes on _____ at _____.

Students will learn skills such as:

- What is anxiety?
- What does anxiety look like?
- What does anxiety feel like?
- What are anxiety triggers?
- How do I cope with anxiety?

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

Please don't hesitate to contact me any time at _____ 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: _____

Teacher Referral Form GROUP COUNSELING

© Music City Counselor

Teacher Name: _____

Grade Level: _____

I will be facilitating a small group called "The Peaceful Pals." We will focus on coping with anxiety and worry. We will meet once/week for 30 minutes for 11 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.

School Counselor



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

Teacher Referral Form

GROUP COUNSELING

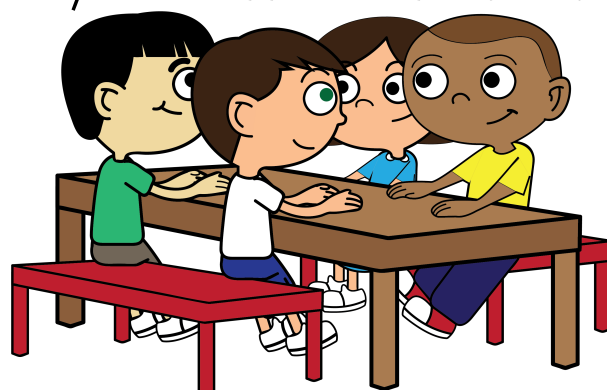
Teacher Name: _____

Grade Level: _____

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Thank you for your time and effort!

Please contact me any time with questions or suggestions.



School Counselor

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

Teacher Referral Form

GROUP COUNSELING

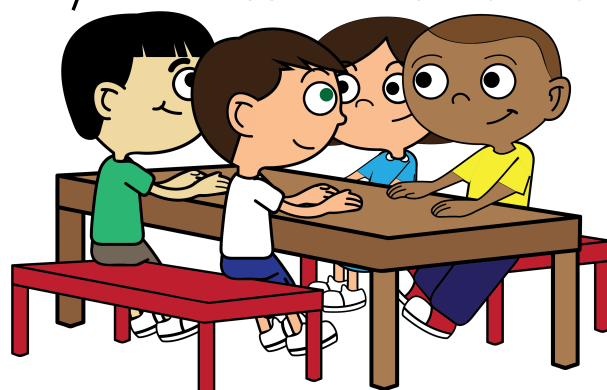
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Thank you for your time and effort!

Please contact me any time with questions or suggestions.



School Social Worker

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

Teacher Referral Form

GROUP COUNSELING

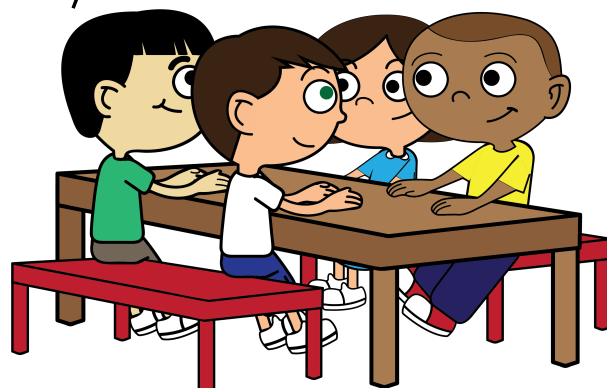
Teacher Name: _____

Grade Level: _____

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Thank you for your time and effort!

Please contact me any time with questions or suggestions.



School Psychologist

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

Teacher Referral Form

GROUP COUNSELING

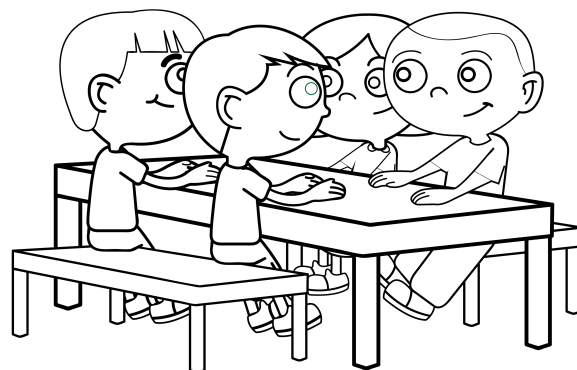
Teacher Name: _____

Grade Level: _____

I will be facilitating a small group called "The Peaceful Pals." We will focus on coping with anxiety and worry. We will meet once/week for 30 minutes for 11 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.



School Counselor

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

Teacher Referral Form

GROUP COUNSELING

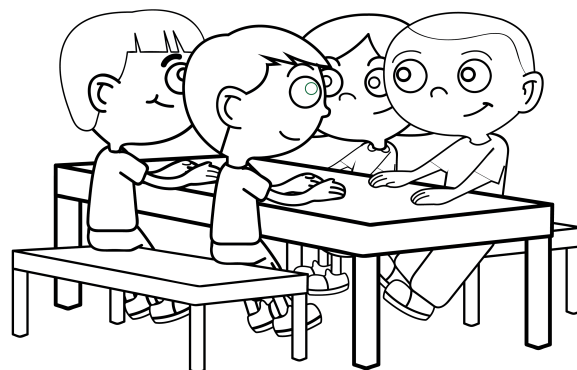
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Please contact me any time with questions or suggestions.



School Social Worker

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

Teacher Referral Form

GROUP COUNSELING

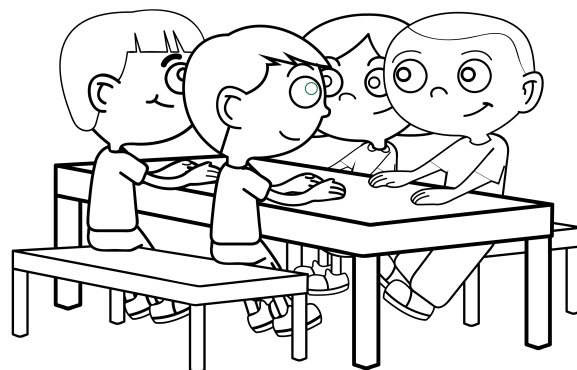
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Thank you for your time and effort!

Please contact me any time with questions or suggestions.



School Psychologist

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

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We will meet for 30 minutes on _____ at _____.

Caregiver Signature: _____

● ●

Our group will meet for a total of 11 weeks starting on _____.

Students will learn skills such as:

- ## 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 Peaceful Pals." This group will focus on coping with anxiety and worry.

Our group will meet for a total of 11 weeks starting on _____.
We will meet for 30 minutes on _____ at _____.

Students will learn skills such as:

- What is anxiety?
- What does anxiety look like?
- What does anxiety feel like?
- What are anxiety triggers?
- How do I cope with 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: _____

Our group will meet for a total of 11 weeks starting on _____.

Students will learn skills such as:

- 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 Peaceful Pals." This group will focus on coping with anxiety and worry.

Our group will meet for a total of 11 weeks starting on _____.
We will meet for 30 minutes on _____ at _____.

Students will learn skills such as:

- What is anxiety?
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- What does anxiety feel like?
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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 Peaceful Pals." Este grupo se centrará en el manejo de la ansiedad.

Nuestro grupo se reunirá por un total de 11 semanas a partir del _____.
Nos reuniremos por 30 minutos el _____ a las _____.

Los estudiantes aprenderán habilidades como:

- ¿Qué es la ansiedad?
- ¿Cómo se ve la ansiedad?
- ¿Cómo se siente la ansiedad?
- ¿Cuáles son los desencadenantes de mi ansiedad?
- ¿Cómo hago frente a mi ansiedad?

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 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 Peaceful Pals." Este grupo se centrará en el manejo de la ansiedad.

Nuestro grupo se reunirá por un total de 11 semanas a partir del _____.
Nos reuniremos por 30 minutos el _____ a las _____.

Los estudiantes aprenderán habilidades como:

- ¿Qué es la ansiedad?
- ¿Cómo se ve la ansiedad?
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- ¿Cómo hago frente a mi ansiedad?

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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 Peaceful Pals." Este grupo se centrará en el manejo de la ansiedad.

Nuestro grupo se reunirá por un total de 11 semanas a partir del _____.
Nos reuniremos por 30 minutos el _____ a las _____.

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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 Peaceful Pals." Este grupo se centrará en el manejo de la ansiedad.

Nuestro grupo se reunirá por un total de 11 semanas a partir del _____.
Nos reuniremos el _____ a las _____.

Los estudiantes aprenderán habilidades como:

- ¿Qué es la ansiedad?
- ¿Cómo se ve la ansiedad?
- ¿Cómo se siente la ansiedad?
- ¿Cuáles son los desencadenantes de mi 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: _____

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 Peaceful Pals." Este grupo se centrará en el manejo de la ansiedad.

Nuestro grupo se reunirá por un total de 11 semanas a partir del _____.
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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: _____

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© Music City Counselor

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 Peaceful Pals." Este grupo se centrará en el manejo de la ansiedad.

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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 Peaceful Pals." Este grupo se centrará en el manejo de la ansiedad.

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Muchas gracias,

Trabajador Social

Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

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☐ 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 Peaceful Pals." Este grupo se centrará en el manejo de la ansiedad.

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Muchas gracias,

Psicóloga Escolar

Nombre del Estudiante: _____

Nombre del Padre de Familia: _____

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

Firma: _____

Desde el Escritorio de la PSICÓLOGO ESCOLAR

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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,

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: _____

THE PEACEFUL PALS REMINDER

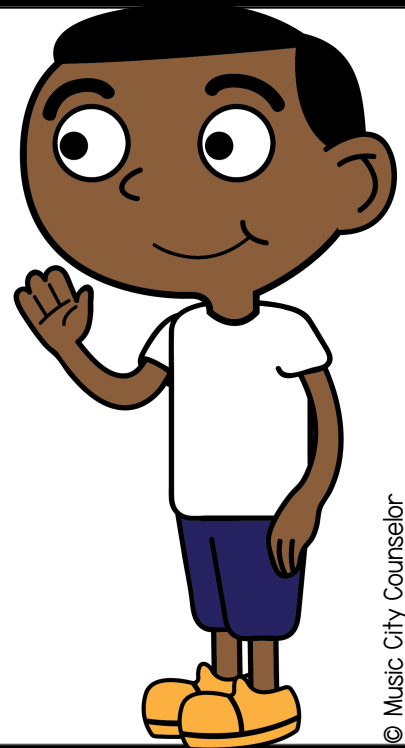
Hi _____!
I'm looking forward to
seeing you for group on

at _____.

See you soon, friend!

— _____

School Counselor



© Music City Counselor

THE PEACEFUL PALS REMINDER

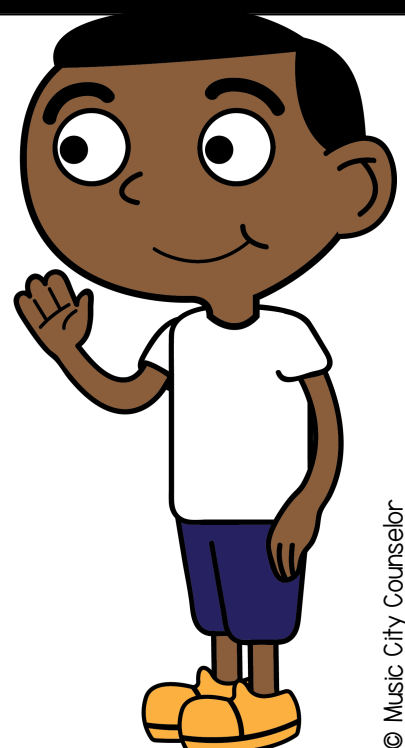
Hi _____!
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— _____

School Counselor



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THE PEACEFUL PALS REMINDER

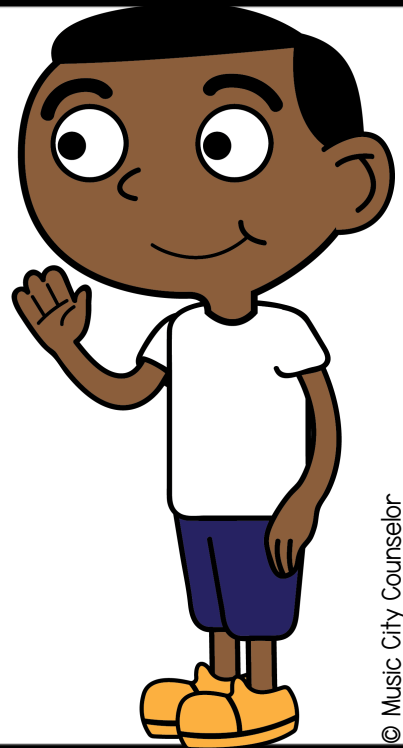
Hi _____!
I'm looking forward to
seeing you for group on

at _____.

See you soon, friend!

—

School Psychologist



© Music City Counselor

THE PEACEFUL PALS REMINDER

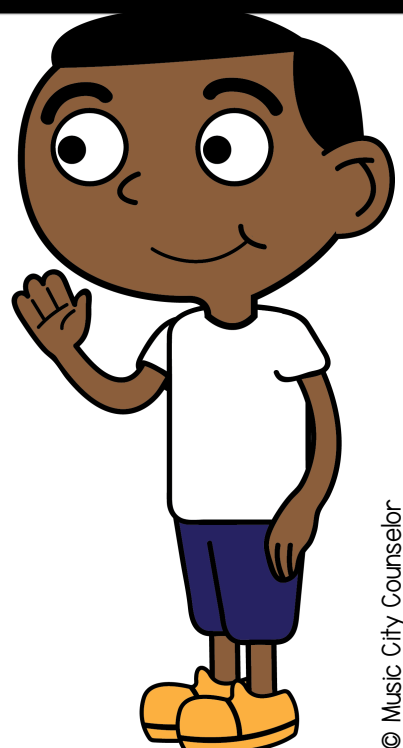
Hi _____!
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—

School Psychologist



© Music City Counselor

THE PEACEFUL PALS REMINDER

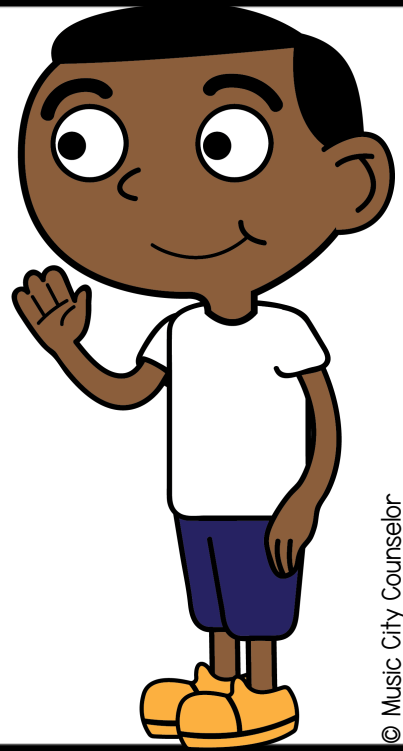
Hi _____!
I'm looking forward to
seeing you for group on

at _____.

See you soon, friend!

—

School Social Worker



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THE PEACEFUL PALS REMINDER

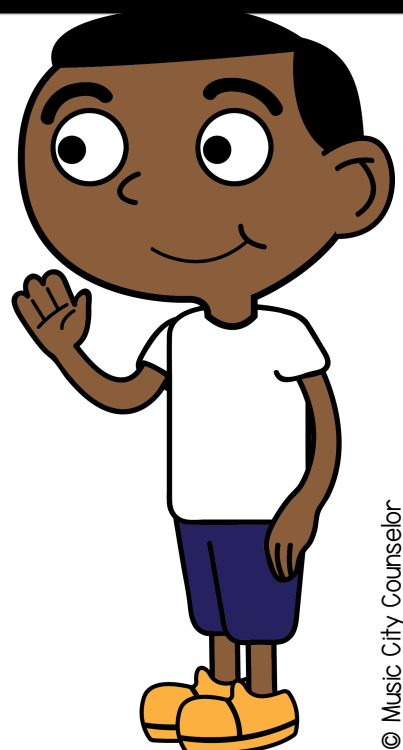
Hi _____!
I'm looking forward to
seeing you for group on

at _____.

See you soon, friend!

—

School Social Worker



© Music City Counselor

THE PEACEFUL PALS REMINDER

Hi _____!
I'm looking forward to
seeing you for group on

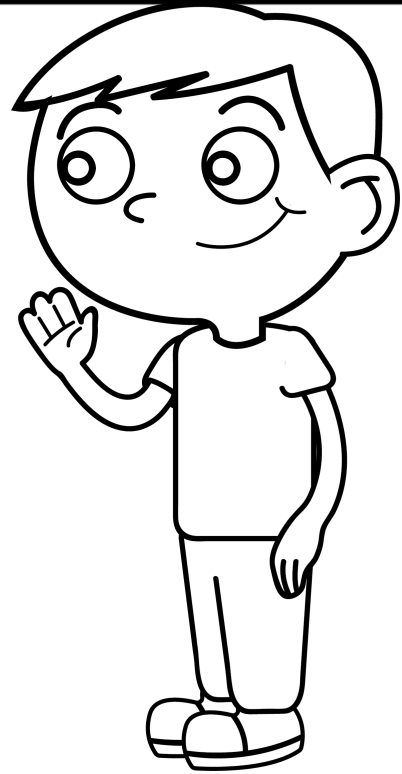
at _____.

See you soon, friend!

—

School Counselor

© Music City Counselor



THE PEACEFUL PALS REMINDER

Hi _____!
I'm looking forward to
seeing you for group on

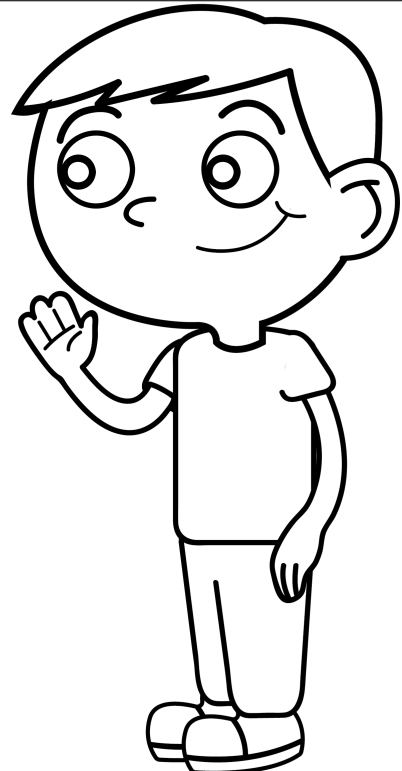
at _____.

See you soon, friend!

—

School Counselor

© Music City Counselor



THE PEACEFUL PALS REMINDER

Hi _____!
I'm looking forward to
seeing you for group on

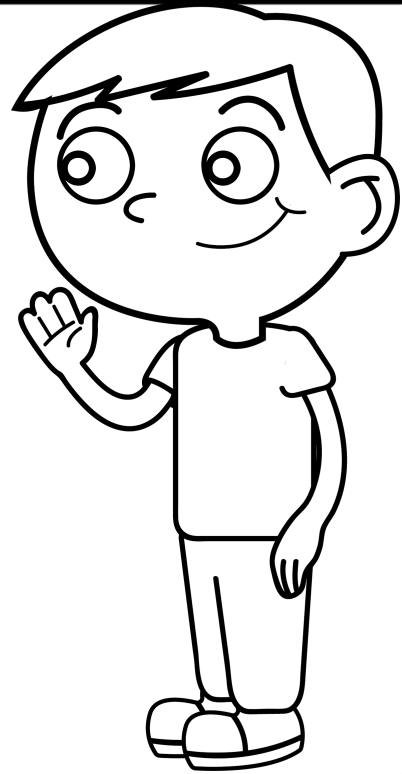
at _____.

See you soon, friend!

—

School Social Worker

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THE PEACEFUL PALS REMINDER

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I'm looking forward to
seeing you for group on

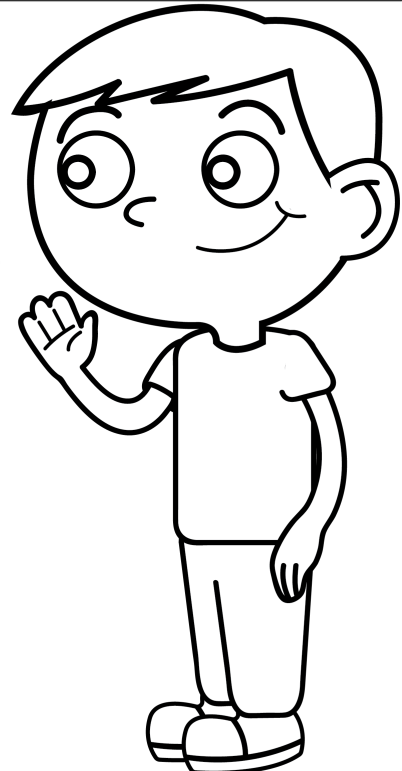
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School Social Worker

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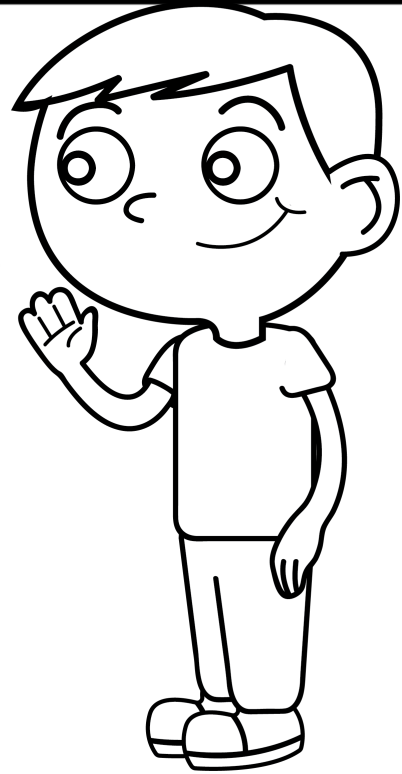
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School Psychologist

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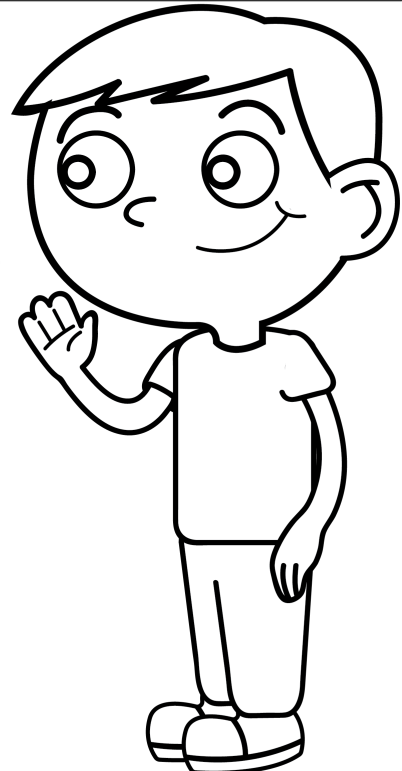
at _____.

See you soon, friend!

—

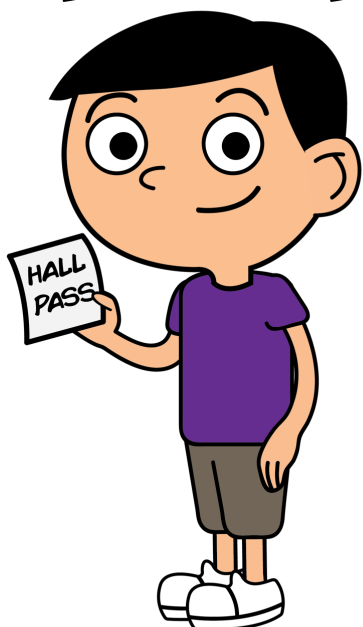
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HALL PASS

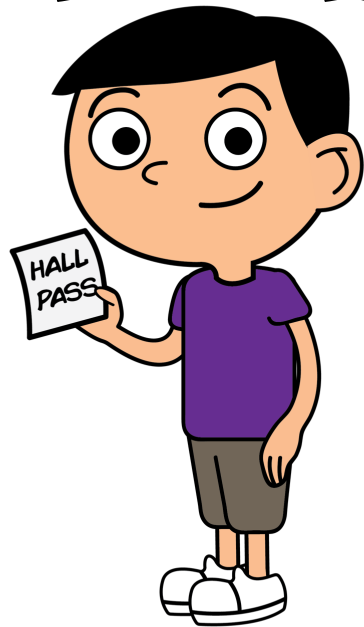
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to see the
School Counselor

HALL PASS

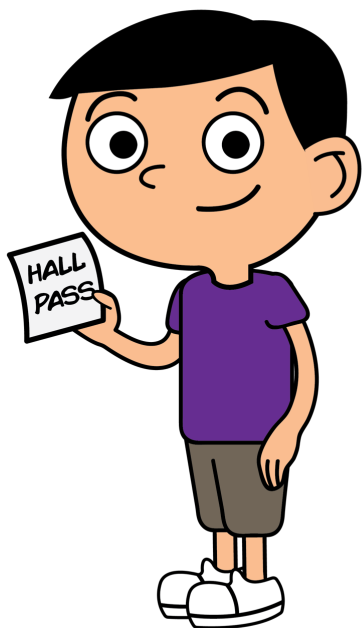
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Social Worker

HALL PASS

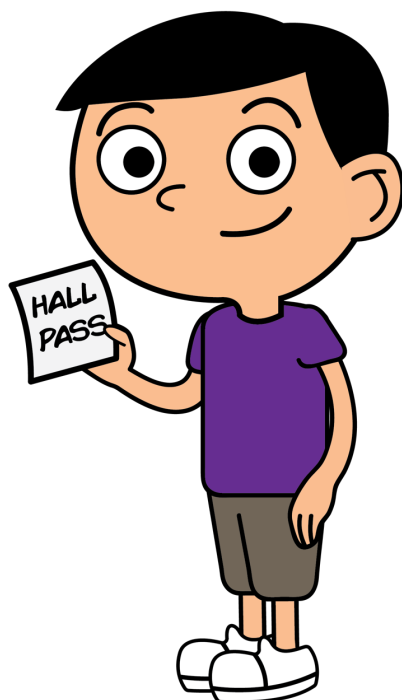
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School Psychologist

HALL PASS

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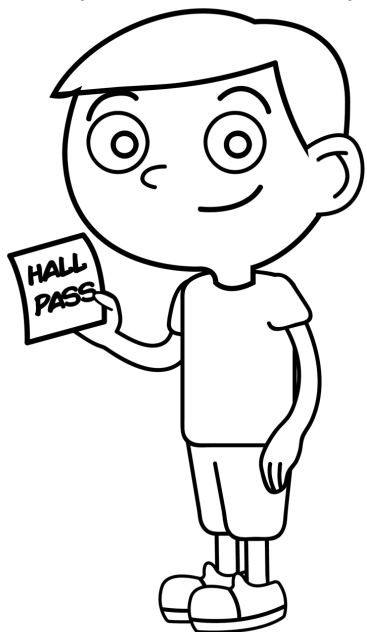


for Small Group

PEACEFUL
PALS

HALL PASS

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to see the
School Counselor

PEACEFUL
PALS

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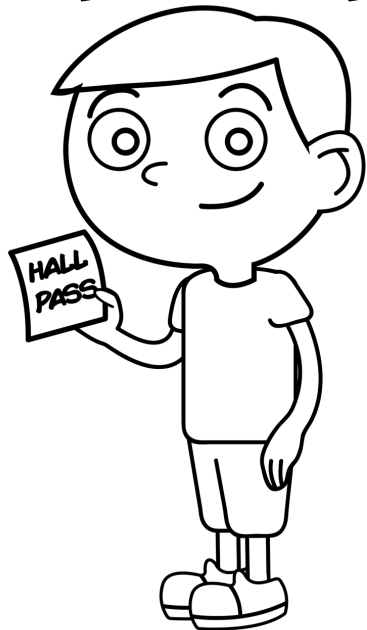


to see the
Social Worker

PEACEFUL
PALS

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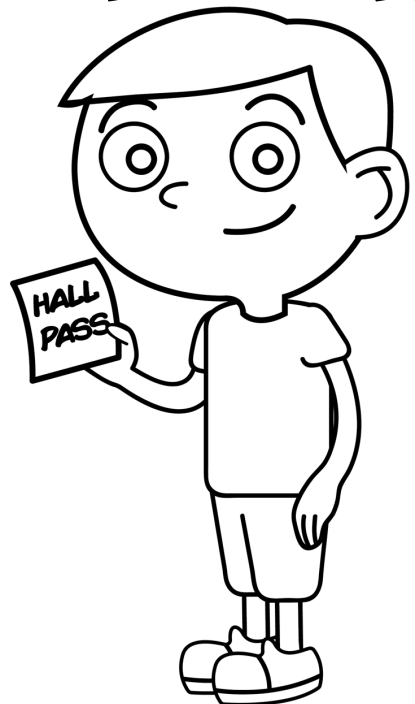


to see the
School Psychologist

PEACEFUL
PALS

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for Small Group

Attendance Chart

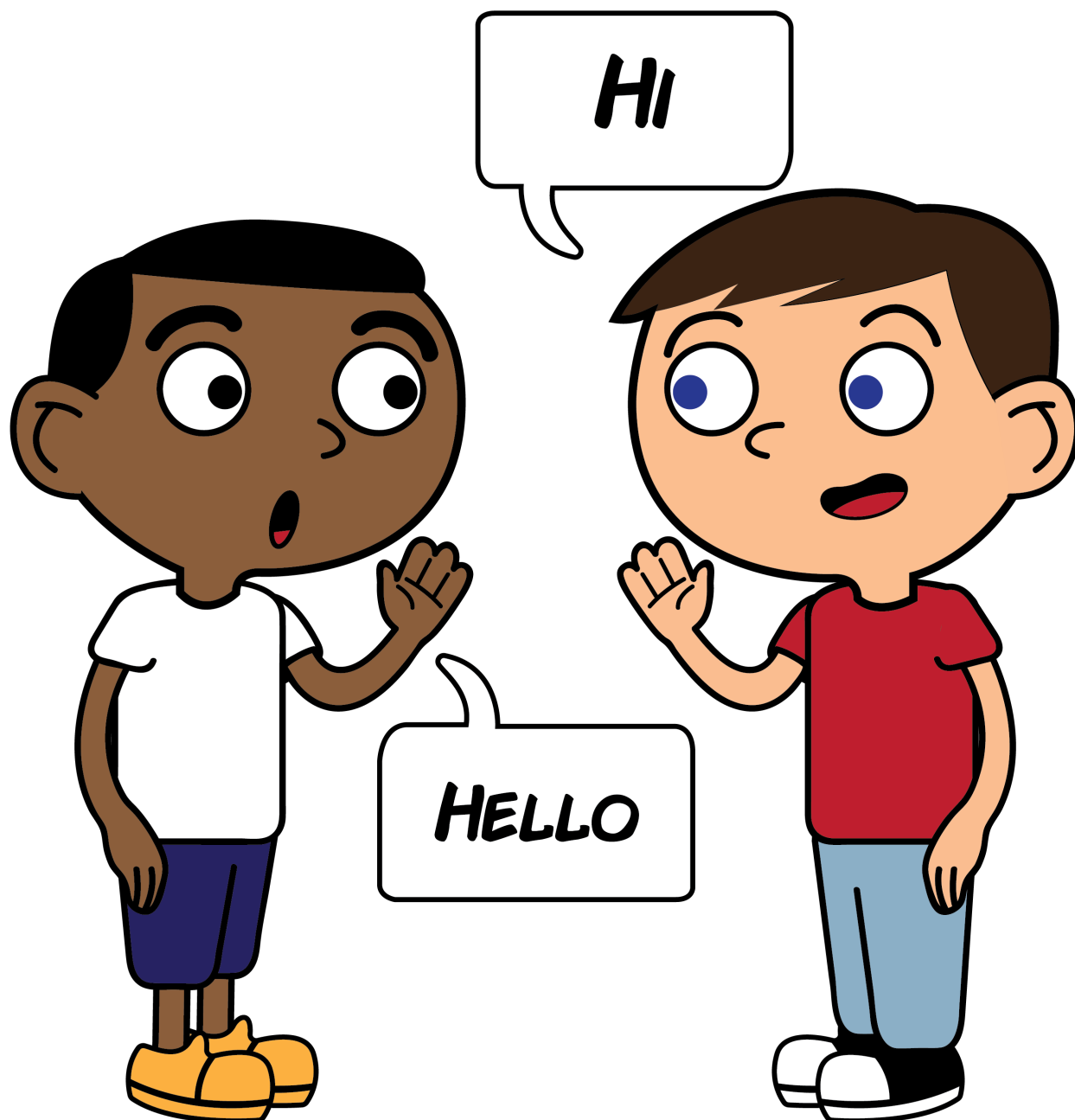
THE PEACEFUL PALS GROUP

.....

Week	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						
Week 11						

SESSION 1:

Introduction to Group & Get to Know You



SESSION 1: Introduction & Get to Know You

SESSION GOALS:

- Students will introduce themselves and get to know their peers.
- Students will assess their knowledge of anxiety and coping skills with a pre-survey.
- Students will learn the rules of group.
- Students will learn the definition and limits of "confidentiality."
- Students will reflect on and share how they are feeling today.
- Students will understand the purpose and content of group.

ASCA ALIGNMENT:

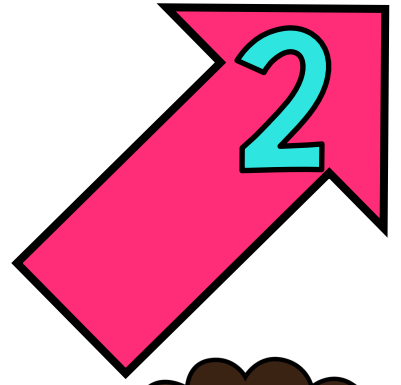
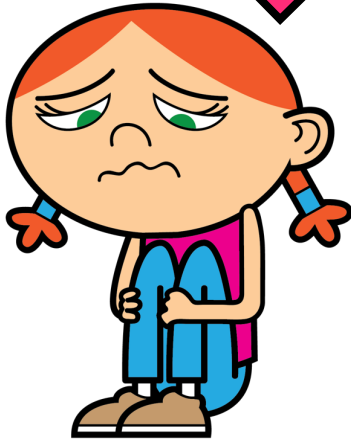
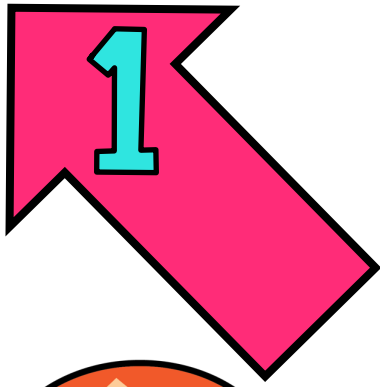
- **M 1.** Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being.
- **M 2.** Sense of acceptance, respect, support and inclusion for self and others in the school environment.
- **M 3.** Positive attitude toward work and learning.

MATERIALS NEEDED:

- 1 folder per student
- 1 folder cover per student
- 4 Corners posters (printed or shown on a smart board/projector)
- 1 small group pre-survey per student
- "Our Group Rules" poster
- "Confidentiality" poster
- "In this Group We Will Learn" poster
- Scissors
- Pencils
- Markers or crayons

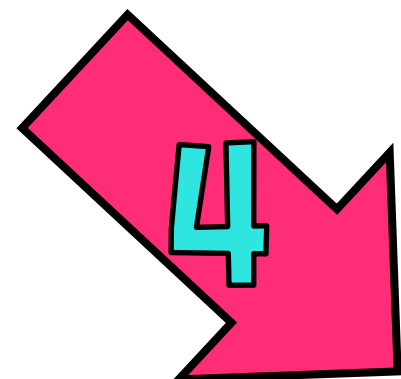
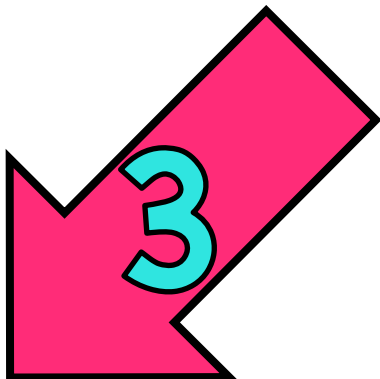
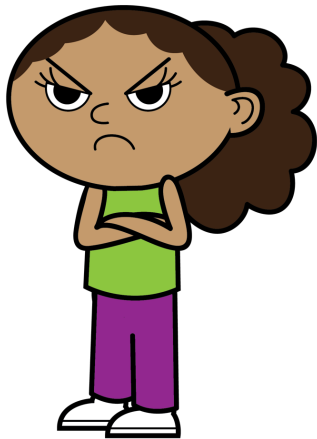
DIRECTIONS:

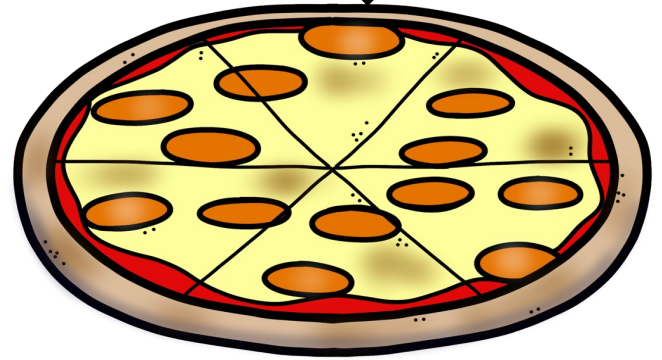
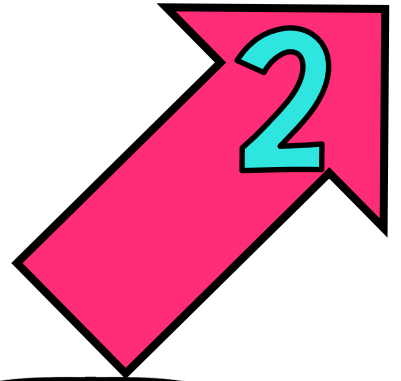
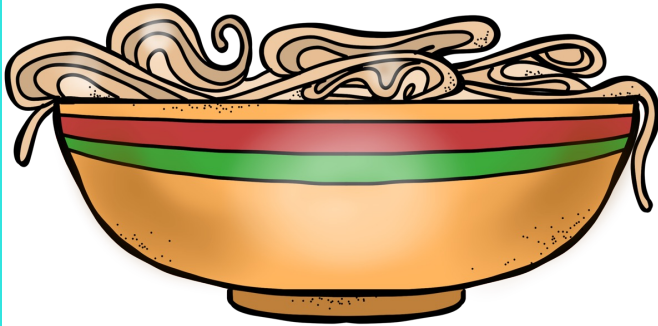
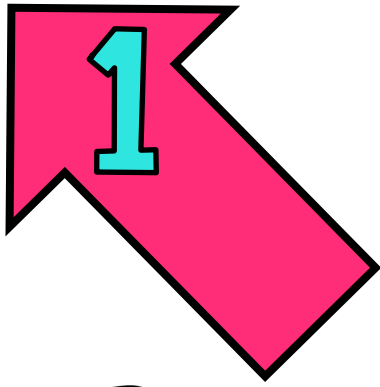
- Before students come to group, glue a **folder cover page** onto the front of a **two-pocket folder** for each student. Students can decorate these at any time.
- Start by **welcoming** students to "The Peaceful Pals" group and giving them a two-pocket folder. They can write their name on the blank line on the cover page. They can keep their group materials in this folder.
- Tell students that we are going to do a **fun activity** to help us get to know each other. Display the 9 **"Let's Play 4 Corners!"** pages on a smart board/projector or have them printed in a pile. Explain that we will play a game that asks students to walk to a corner of the room to share their responses. Show each student which corner of the room refers to which pink arrow (#s 1 – 4). Then, show students each poster, one at a time, and ask them to walk to the corner that applies to them. Students can talk about what they have in common/don't have in common with their peers and share more about themselves.
- Give each student a **small group pre-survey** and ask them to write their name at the top. 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" circles.
- Review the **group rules poster** with students. Ask them if they'd like to add any rules to the list. You may want to keep a copy of the rules in each students' folder.
- Review the **confidentiality and its limits** poster with students.
- Review the **4 concepts** that we will learn in group poster with students.
- **Close** by saying that next week we will learn what "anxiety" means and what it looks like.



LET'S PLAY 4 CORNERS!

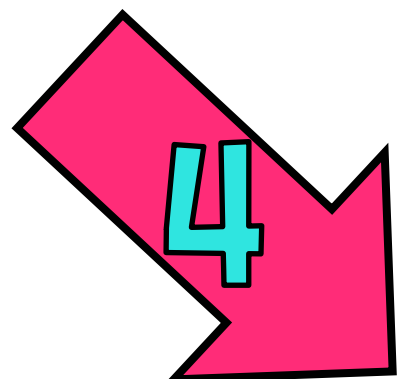
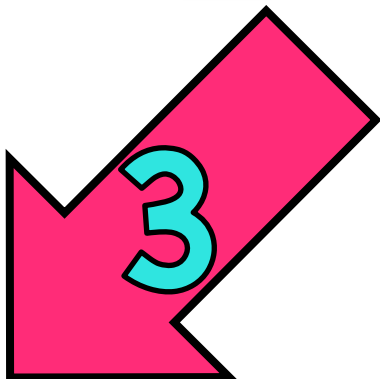
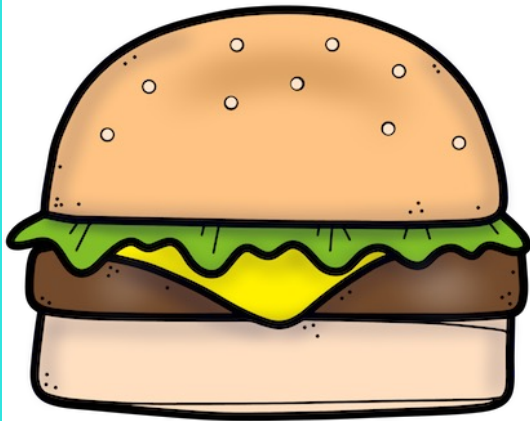
How are you feeling today?

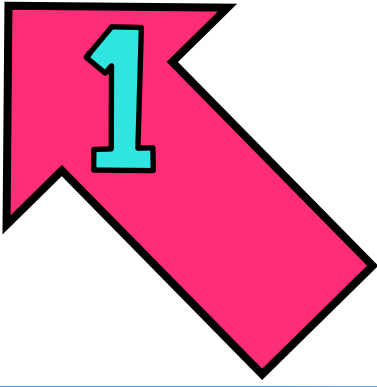




LET'S PLAY 4 CORNERS!

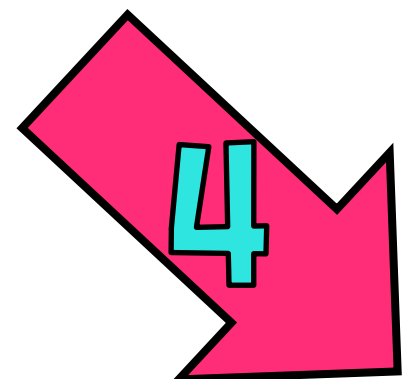
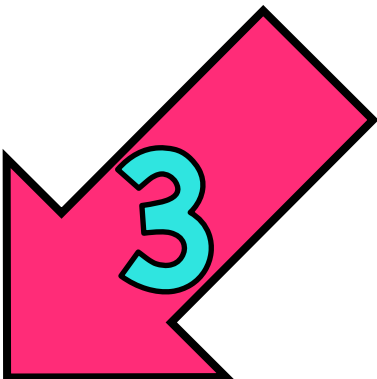
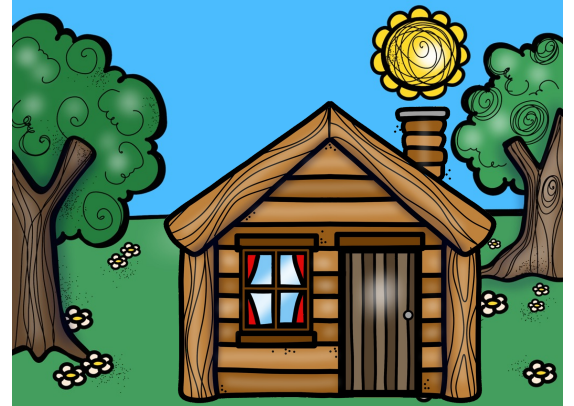
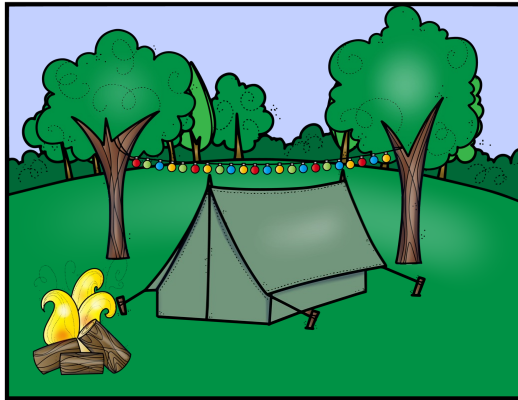
Which is your favorite food?

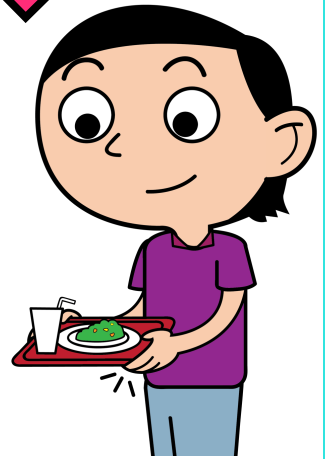
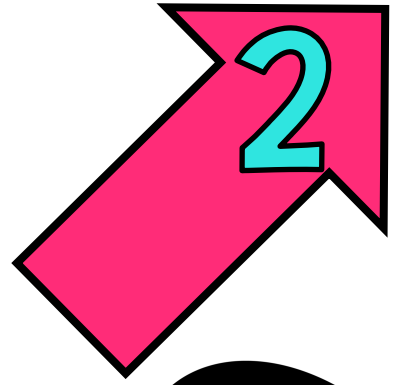
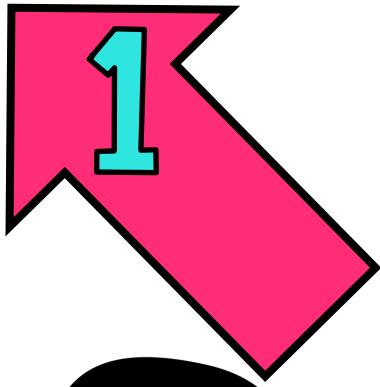




LET'S PLAY 4 CORNERS!

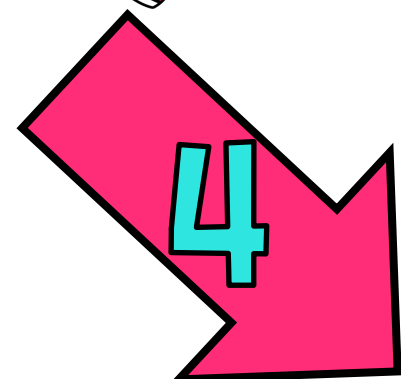
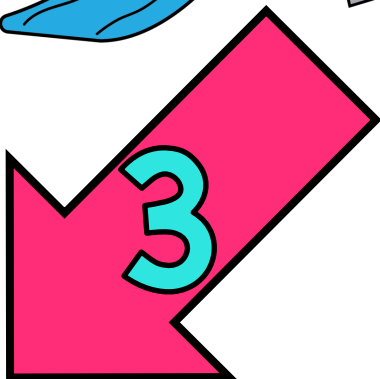
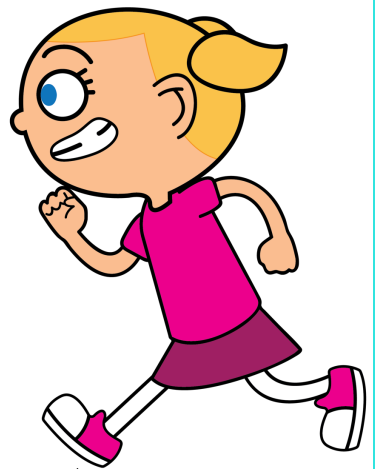
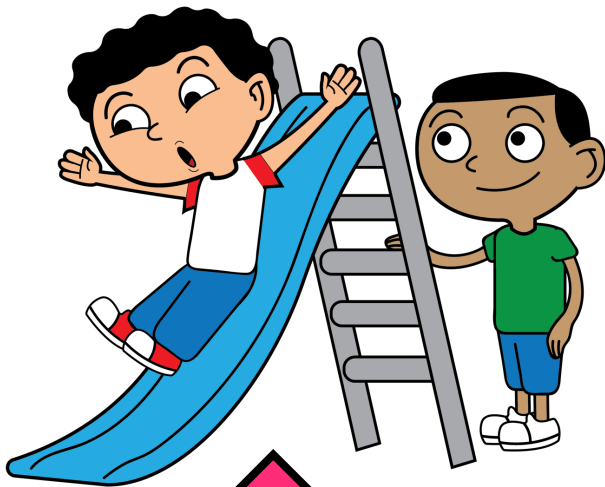
Where would you like to travel?

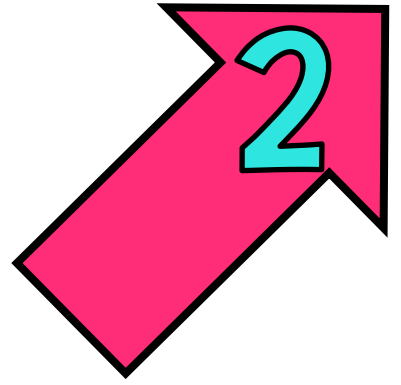
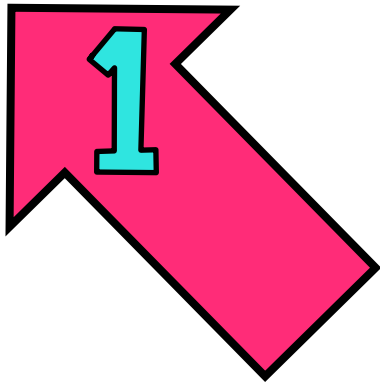




LET'S PLAY 4 CORNERS!

What is your favorite part of school?





1

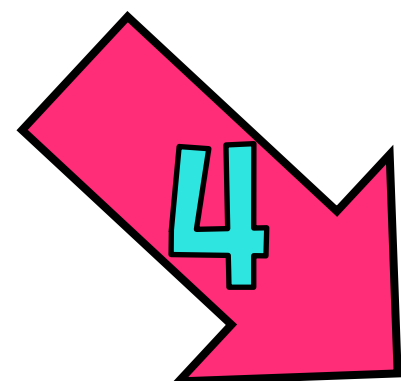
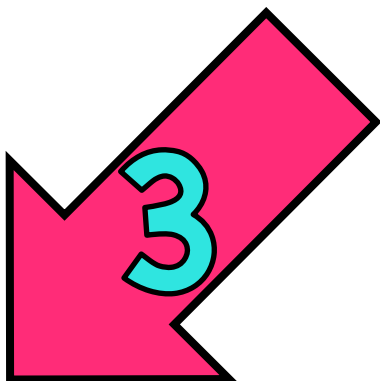
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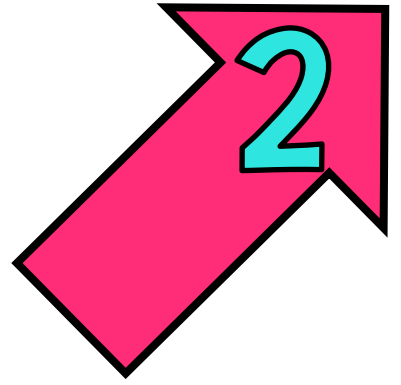
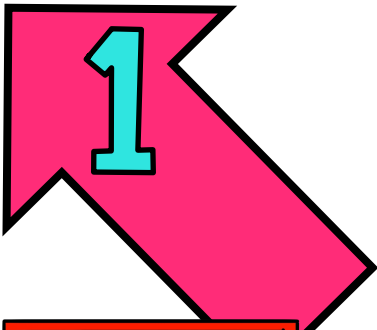
LET'S PLAY 4 CORNERS!

How many siblings do you have?

3

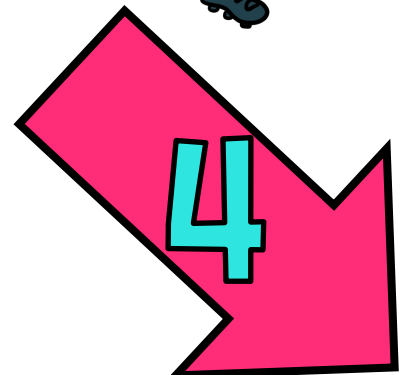
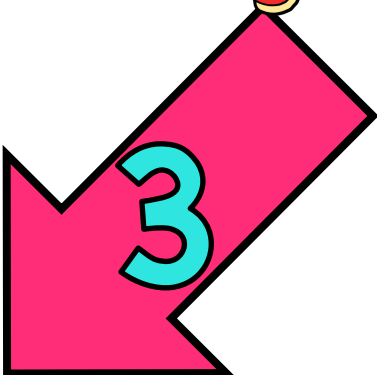
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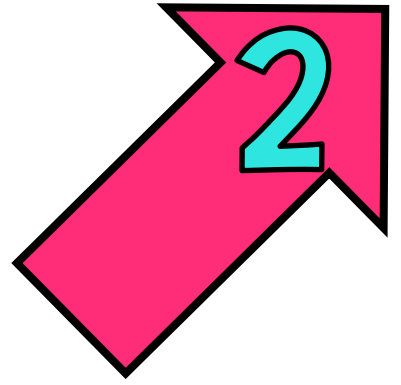
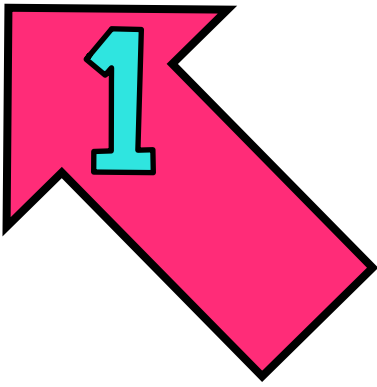




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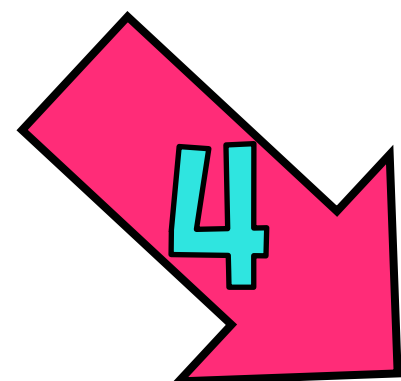
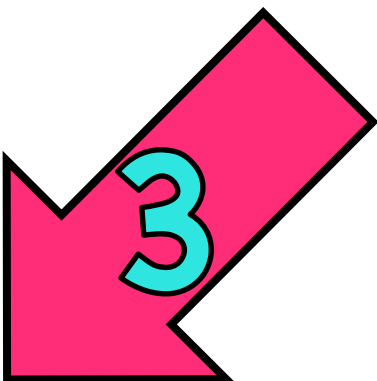
Which is your favorite sport?

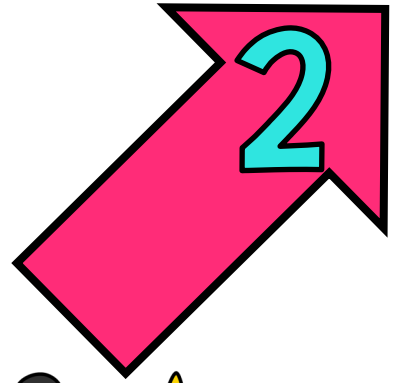
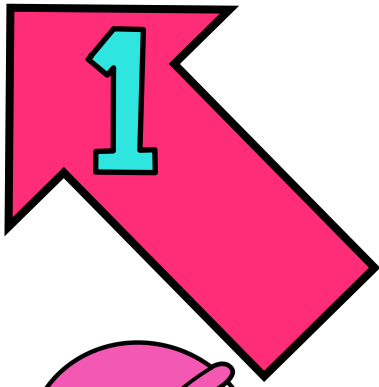




LET'S PLAY 4 CORNERS!

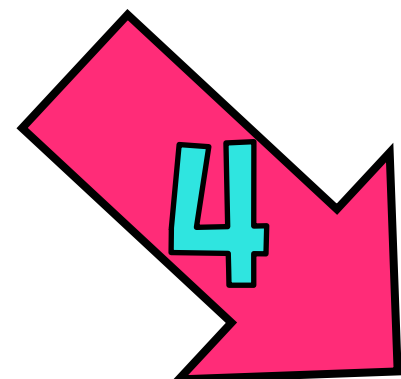
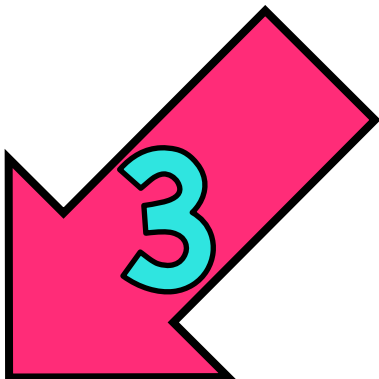
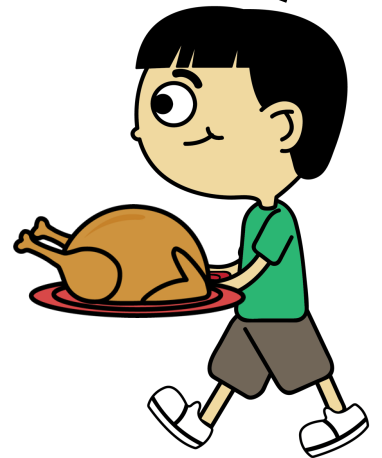
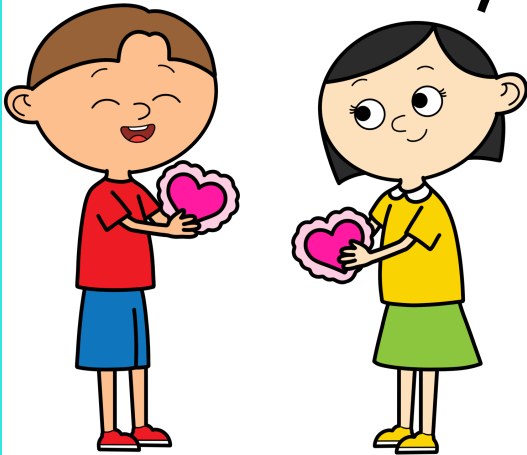
Which is your favorite color?

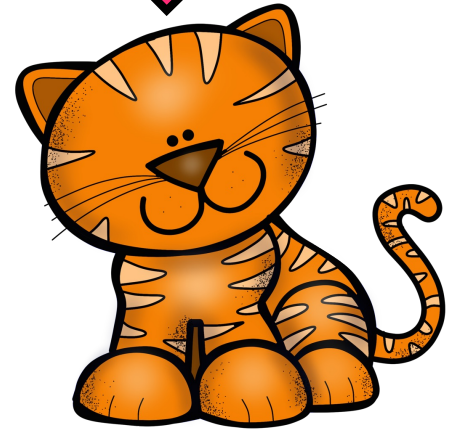
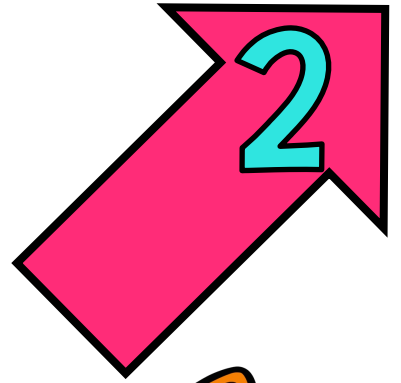
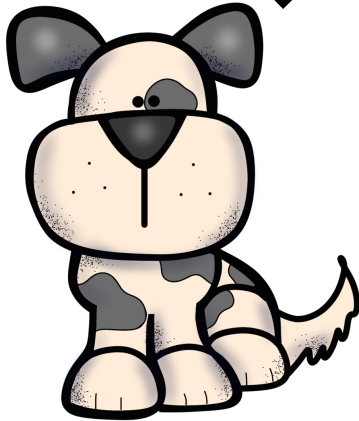
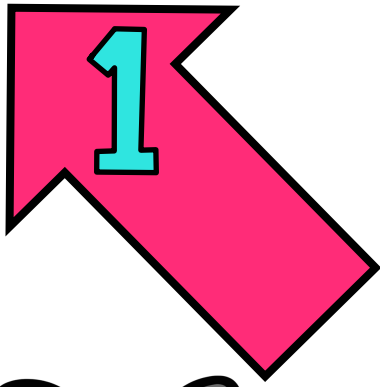




LET'S PLAY 4 CORNERS!

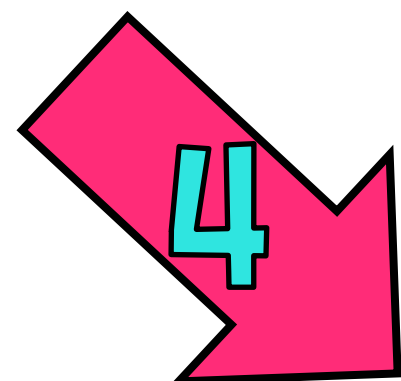
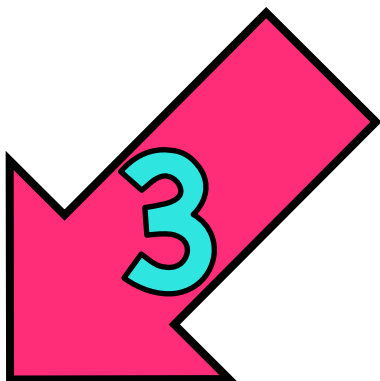
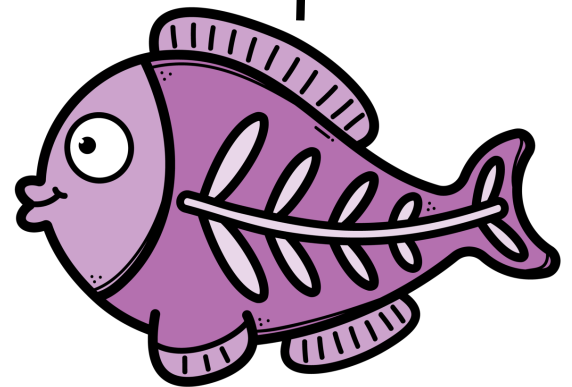
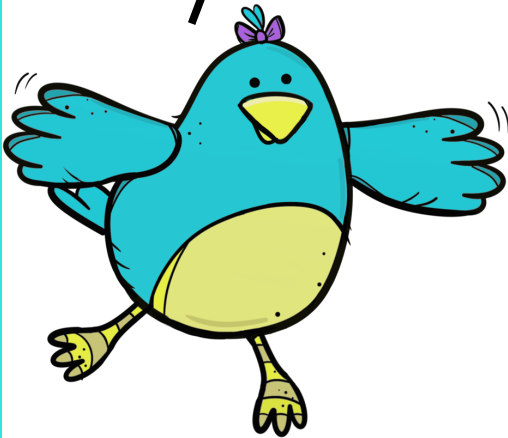
Which is your favorite holiday?





LET'S PLAY 4 CORNERS!

Do you have any of these pets?



Name: _____

Small Group PRE-SURVEY

Let's see what you know BEFORE group begins!

Circle your answers to the questions below.

Yes



Maybe



Not yet



I can define "anxiety."			
I can describe what anxiety looks like in my body.			
I can describe what anxiety feels like in my body and brain.			
I can define "anxiety triggers."			
I can identify my anxiety triggers.			
I can define "coping skills."			
I can use and practice coping skills.			
I can control my anxiety and worries.			

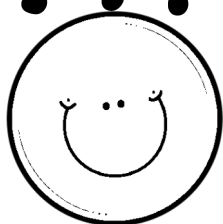
Name: _____

Small Group PRE-SURVEY

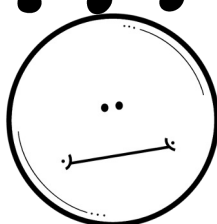
Let's see what you know BEFORE group begins!

Circle your answers to the questions below.

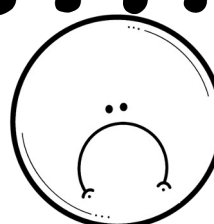
Yes



Maybe

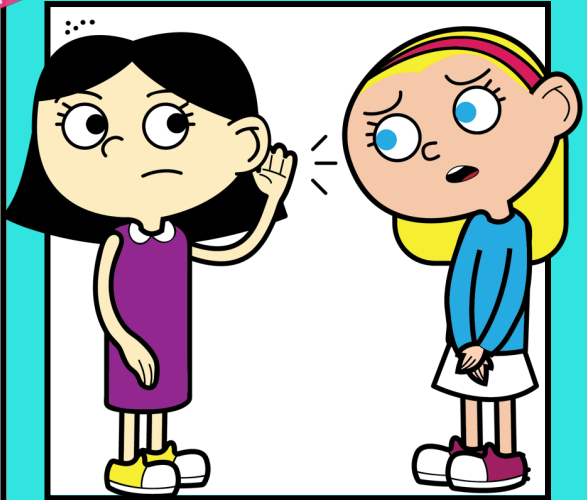


Not yet

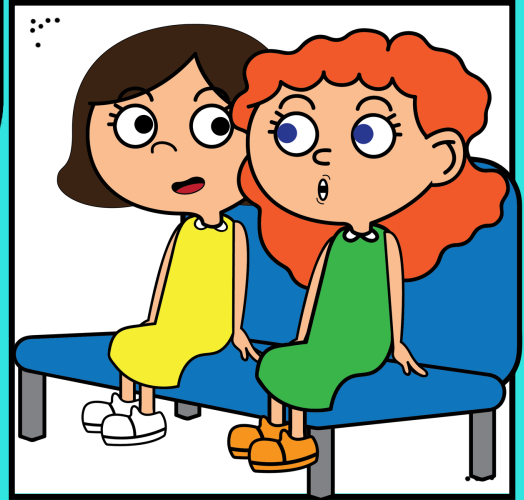


I can define "anxiety."			
I can describe what anxiety looks like in my body.			
I can describe what anxiety feels like in my body and brain.			
I can define "anxiety triggers."			
I can identify my anxiety triggers.			
I can define "coping skills."			
I can use and practice coping skills.			
I can control my anxiety and worries.			

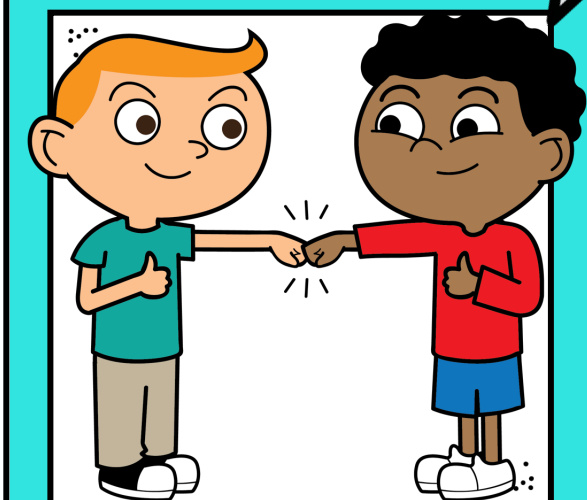
Our GROUP RULES



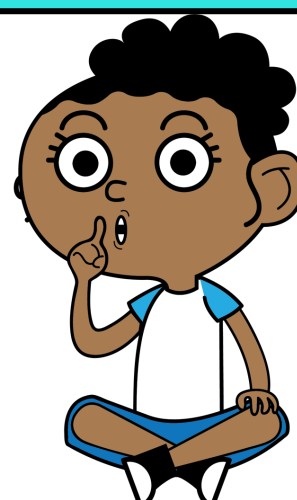
We listen and pay attention to each other.



We take turns speaking and sharing.



We are respectful.
We disagree peacefully.



We respect confidentiality.

CONFIDENTIALITY — Agreement —

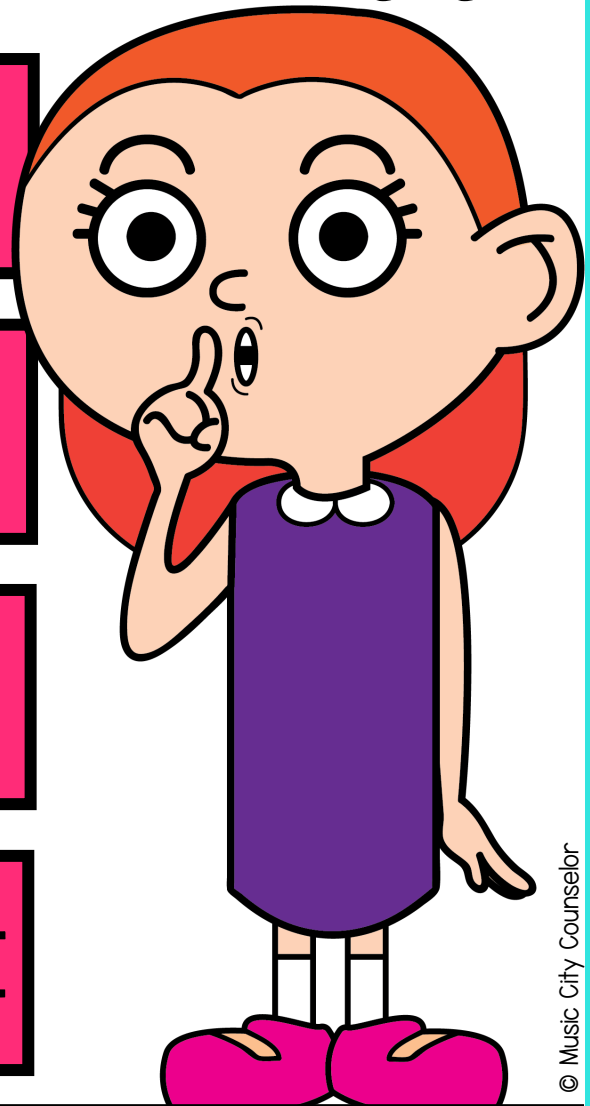
WHAT YOU SAY IN HERE,
STAYS IN HERE. UNLESS:

SOMEONE IS HURTING YOU

YOU ARE HURTING SOMEONE ELSE

YOU ARE HURTING YOURSELF

YOU GIVE ME PERMISSION TO SHARE

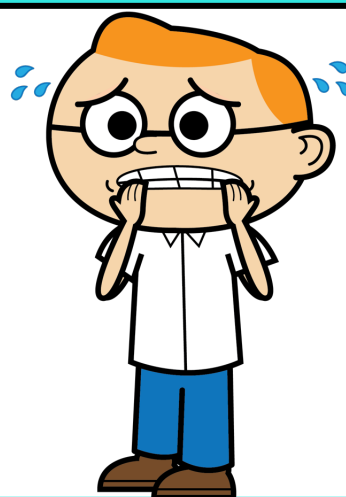


In this Group

WE WILL LEARN:



What anxiety feels like.



What anxiety looks like.



To identify our triggers.



To cope with anxiety.

SESSION 2:

What is Anxiety & What
What Does it Look Like?



SESSION 2: What is Anxiety & What Does it Look Like?

SESSION GOALS:

- Students will learn to identify their feelings.
- Students will learn the definition of "anxiety."
- Students will learn 6 facts about anxiety.
- Students will learn what anxiety looks like in the body.
- 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:

- Group folders
- "How do you Feel Today?" poster
- "What is Anxiety?" poster
- "Facts about Anxiety" poster
- "What Does Anxiety Look Like?" poster
- **K-1:** 1 "What Does Anxiety Look Like" coloring page per student
- **2-5:** 1 cut-and-paste activity sheet per student
- 1 "My Anxiety Looks Like" worksheet per student
- Scissors
- Glue sticks
- Pencils
- Crayons or markers

DIRECTIONS:

- Start with a **feelings check-in**. You can use the color "How do you feel today?" poster and ask students to share with the group how they are feeling. I suggest keeping a color copy of this page in each student's folder. Or, you can give each student the black/white version of the page and ask them to color how they are feeling today.
- **Explain** that today we will learn the definition of "anxiety," 6 facts about anxiety, and what anxiety looks like in our bodies.
- **Ask students** to share with the group what they think "anxiety" means. Then, teach them the definition on the **"What is Anxiety?" poster**.
- Teach students 6 facts about anxiety using the **"Facts about Anxiety" poster**. Discuss each one.
- **Ask students** what they think anxiety looks like in their bodies/how they express anxiety. Then, show them the **"Anxiety Looks Like" poster**. Discuss each physiological sign of anxiety.
- **K-1st Grade:** Students can color the **"What Does Anxiety Look Like?" coloring page**.
- **2nd – 5th Grade:** Give students the **"What Does Anxiety Look Like?" cut-and-paste activity**. Students can cut out each of the signs of anxiety and glue them onto the corresponding spaces on the page.
- **K – 5th Grade:** Give students the **"My Anxiety Looks Like" worksheet**. Students can write and draw about what anxiety looks like to them and how they express anxiety in their faces and bodies.
- **Close** by sharing that next week we will be talking about what anxiety feels like.

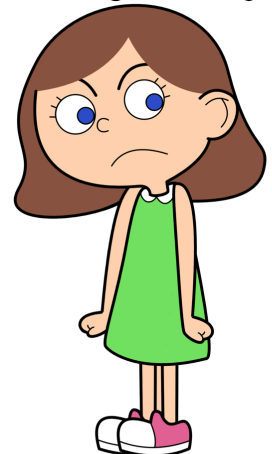
How do you FEEL TODAY?



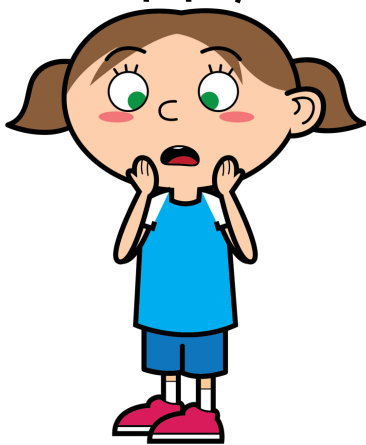
Happy



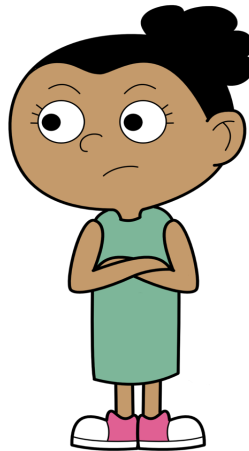
Sad



Angry



Embarrassed



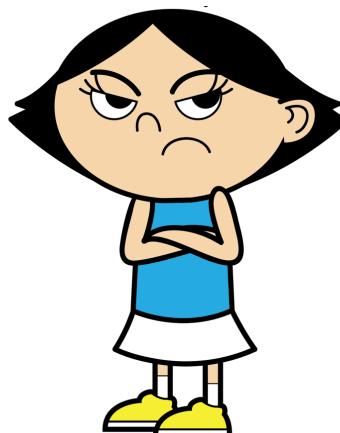
Frustrated



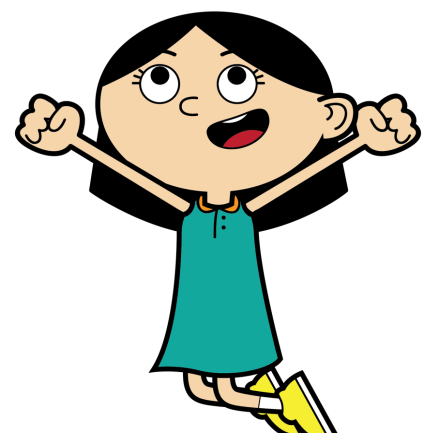
Anxious



Scared

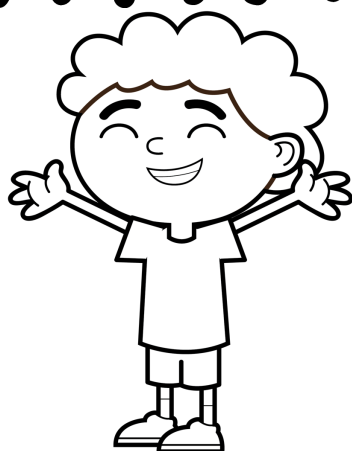


Annoyed



Excited

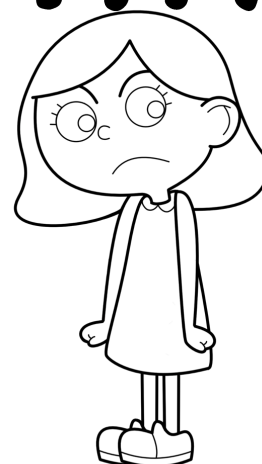
How do you FEEL TODAY?



Happy



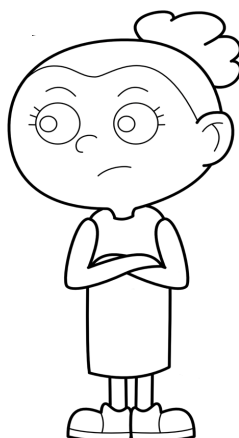
Sad



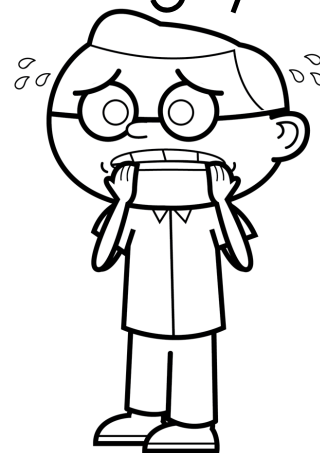
Angry



Embarrassed



Frustrated



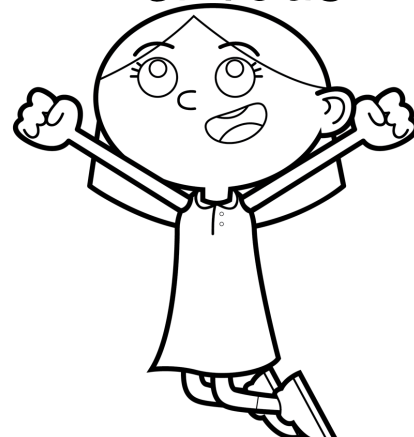
Nervous



Scared



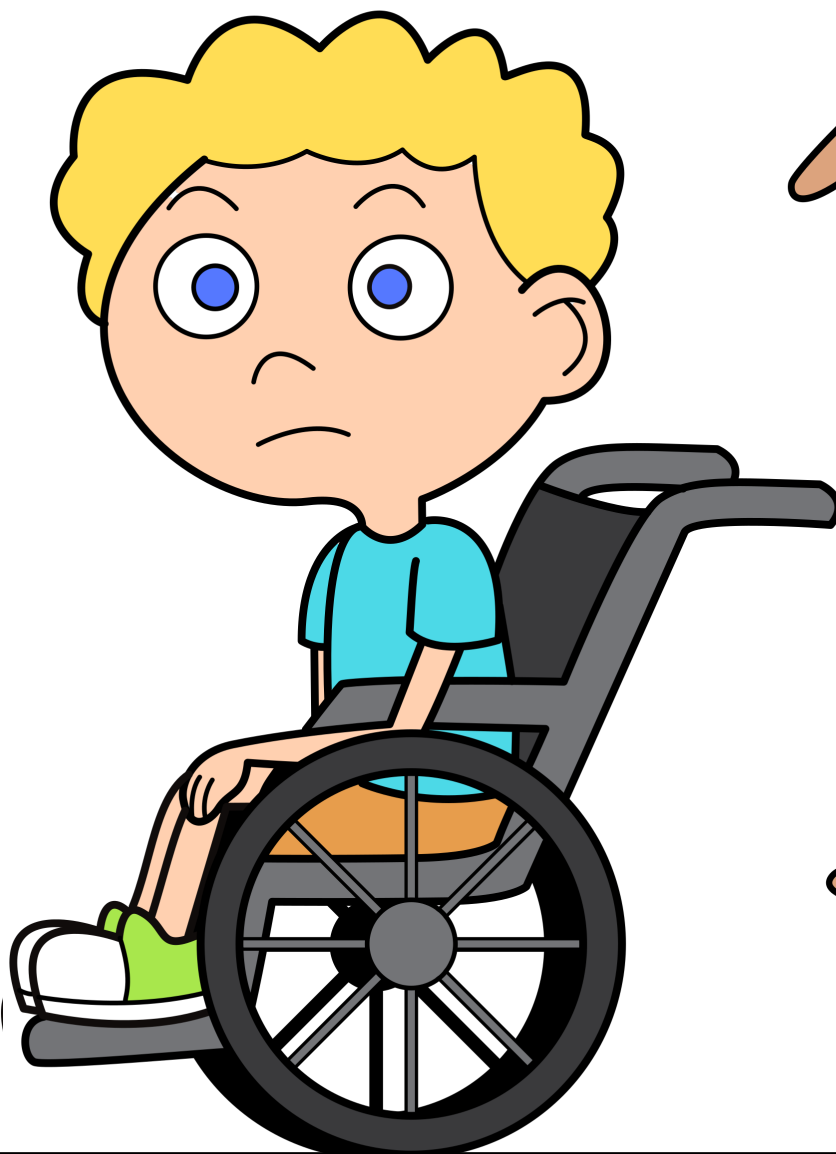
Annoyed



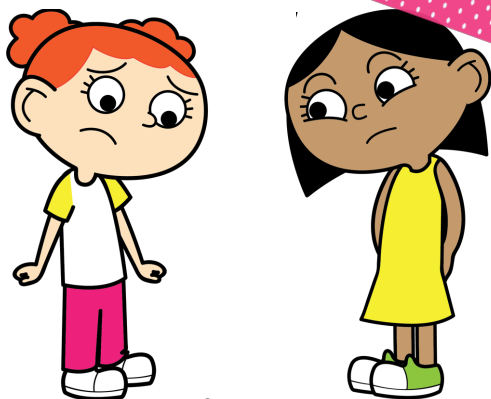
Excited

What is **ANXIETY?**

An uneasy feeling when you
are worried that something
bad may happen.



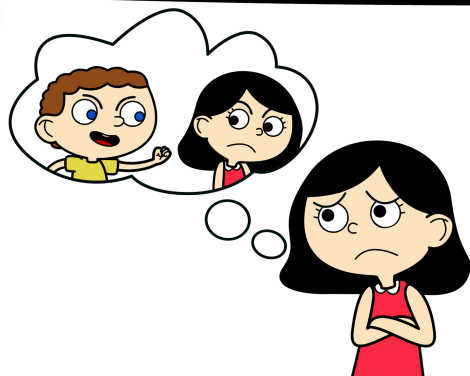
Facts about ANXIETY



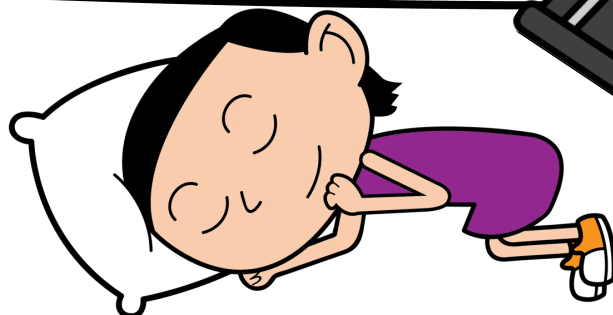
We all feel anxious sometimes.



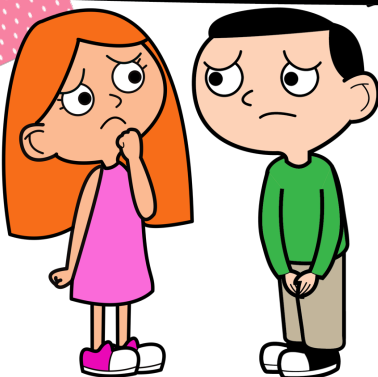
It's okay to feel anxious.
It is a natural emotion.



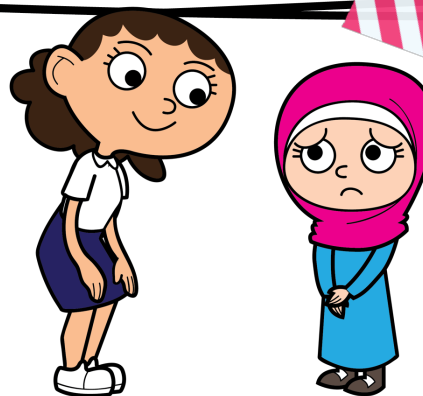
Different things make different people anxious.



Anxiety can affect our learning, friendships, and health.



Anxiety looks different in different people.



It's important to learn how to cope with anxiety.

What does ANXIETY LOOK LIKE?

Furrowed
eyebrows

Sweaty
body

Fidgety
hands

Biting
fingernails

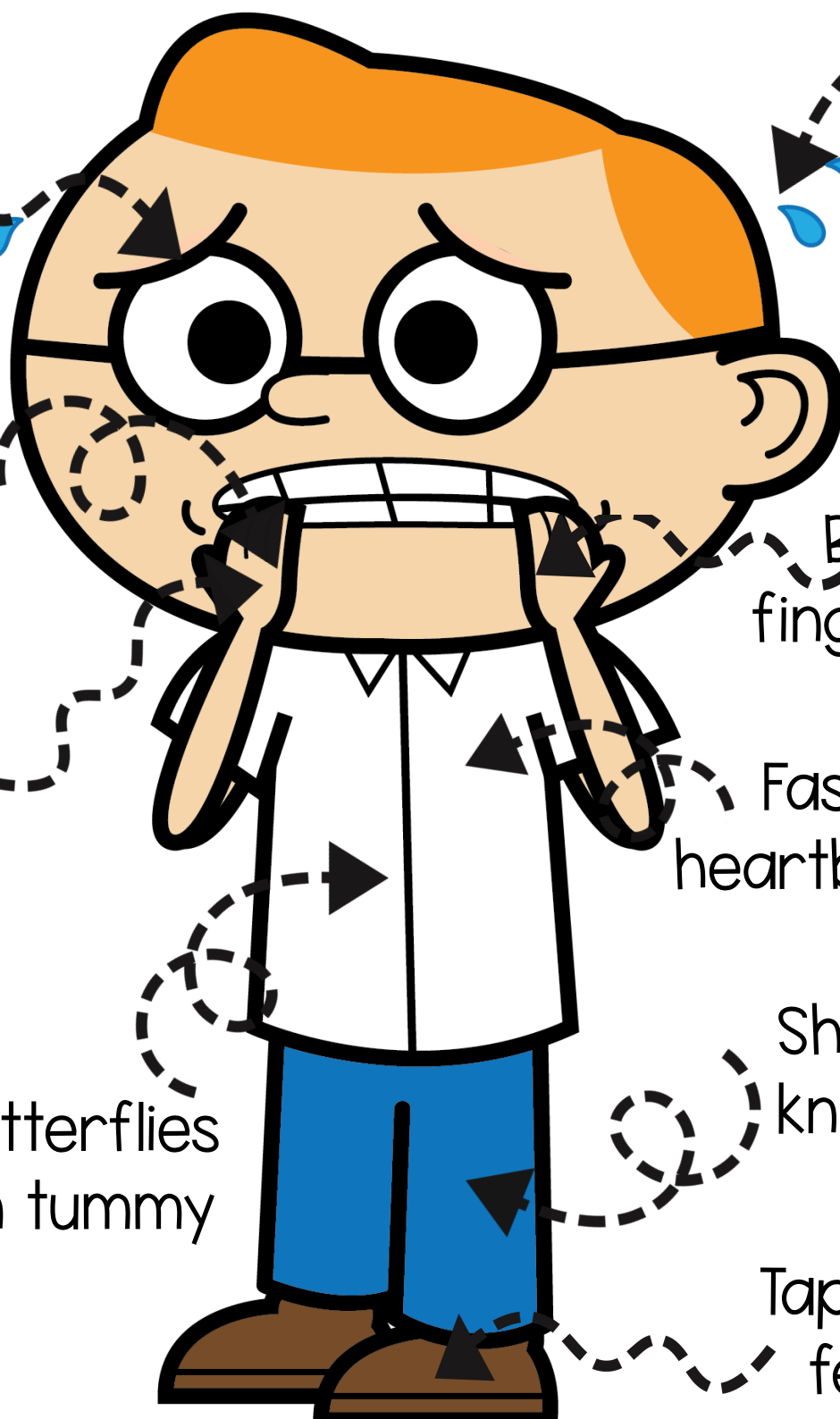
Shaky
hands

Fast
heartbeat

Butterflies
in tummy

Shaky
knees

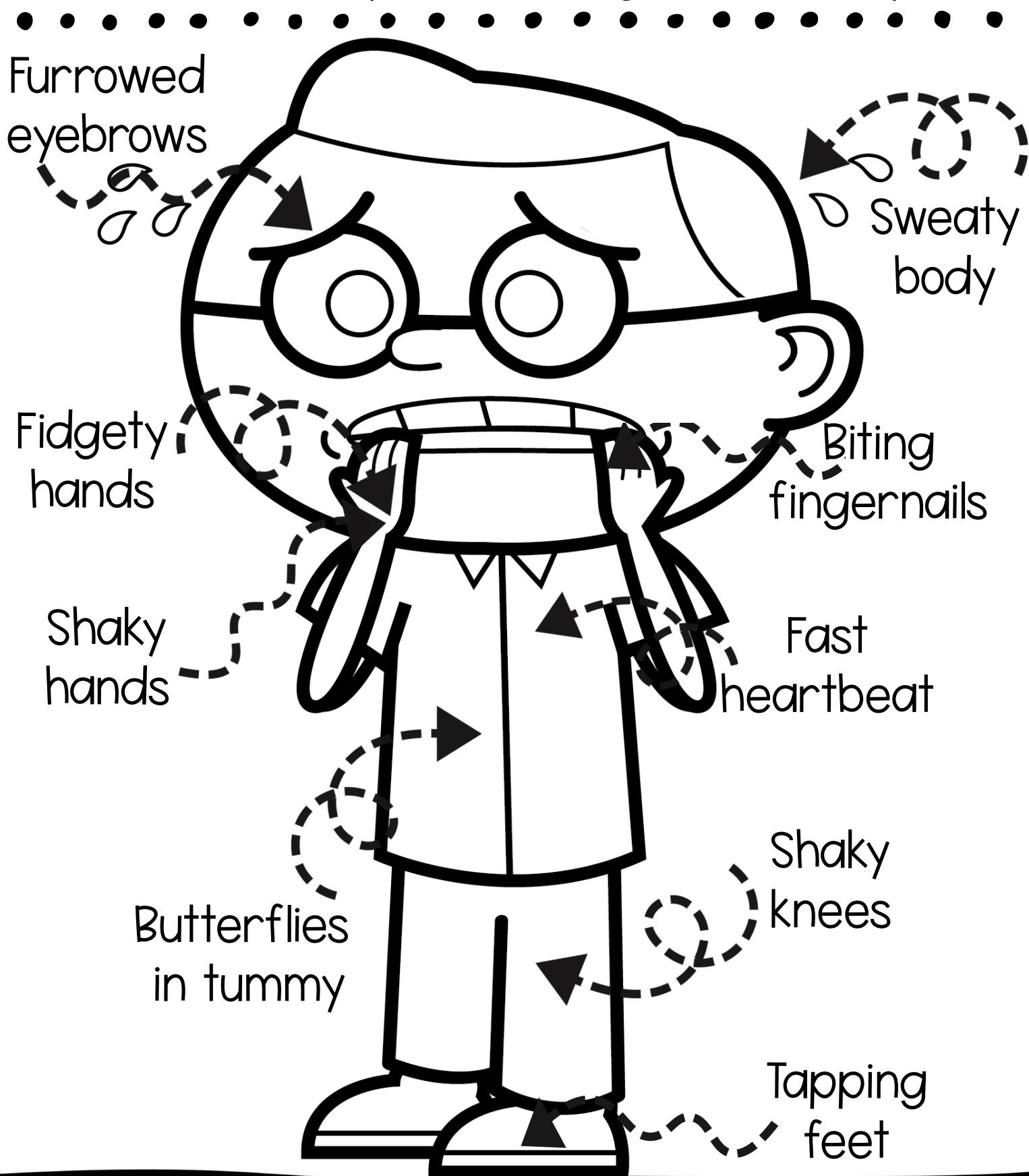
Tapping
feet



Name: _____

What does ANXIETY LOOK LIKE?

Color the boy and the signs of anxiety.



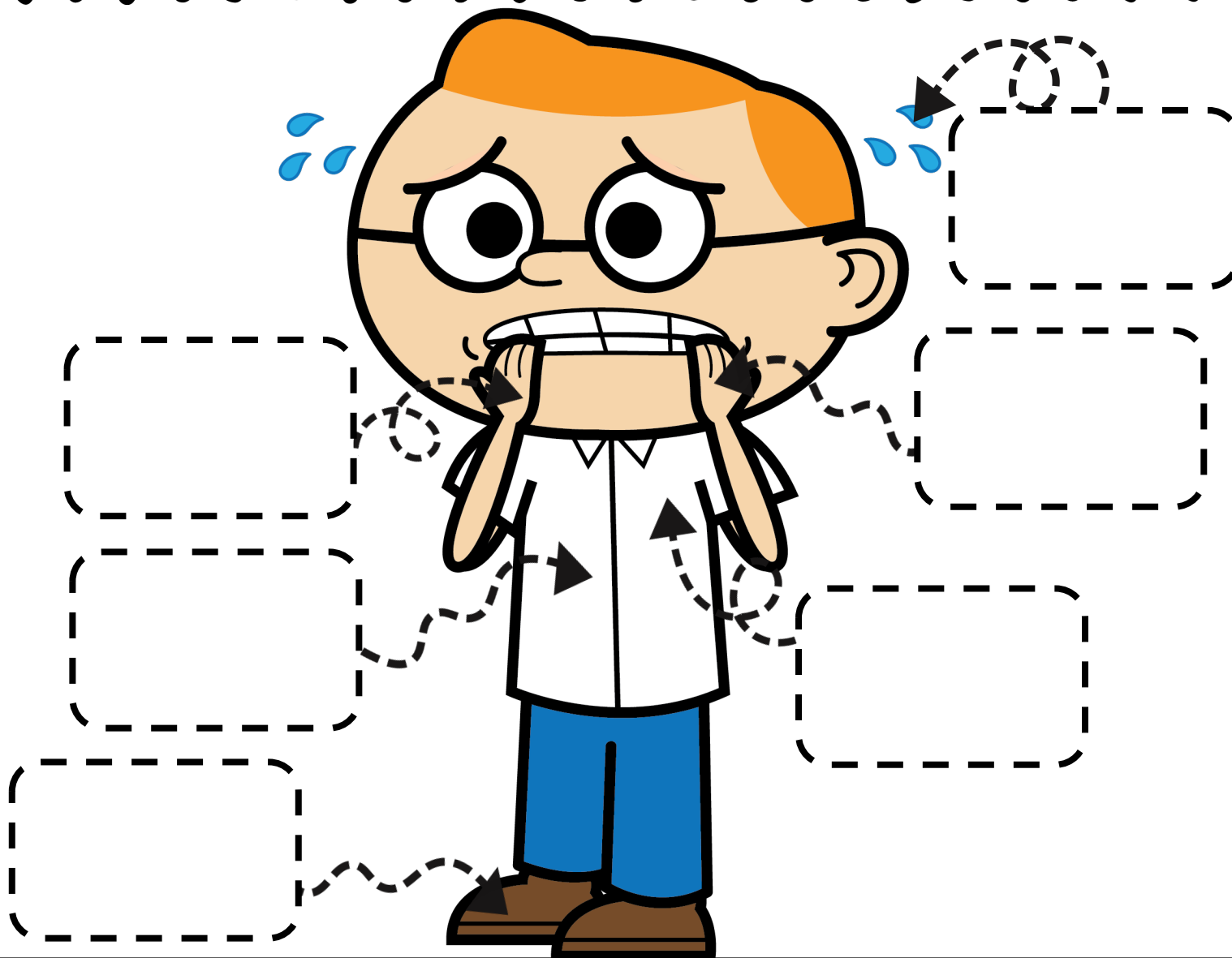
Name: _____

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What does **ANXIETY** LOOK LIKE?

Cut and paste the signs of anxiety.

.....



Sweaty
body

Biting
fingernails

Shaky
hands

Butterflies
in tummy

Tapping
feet

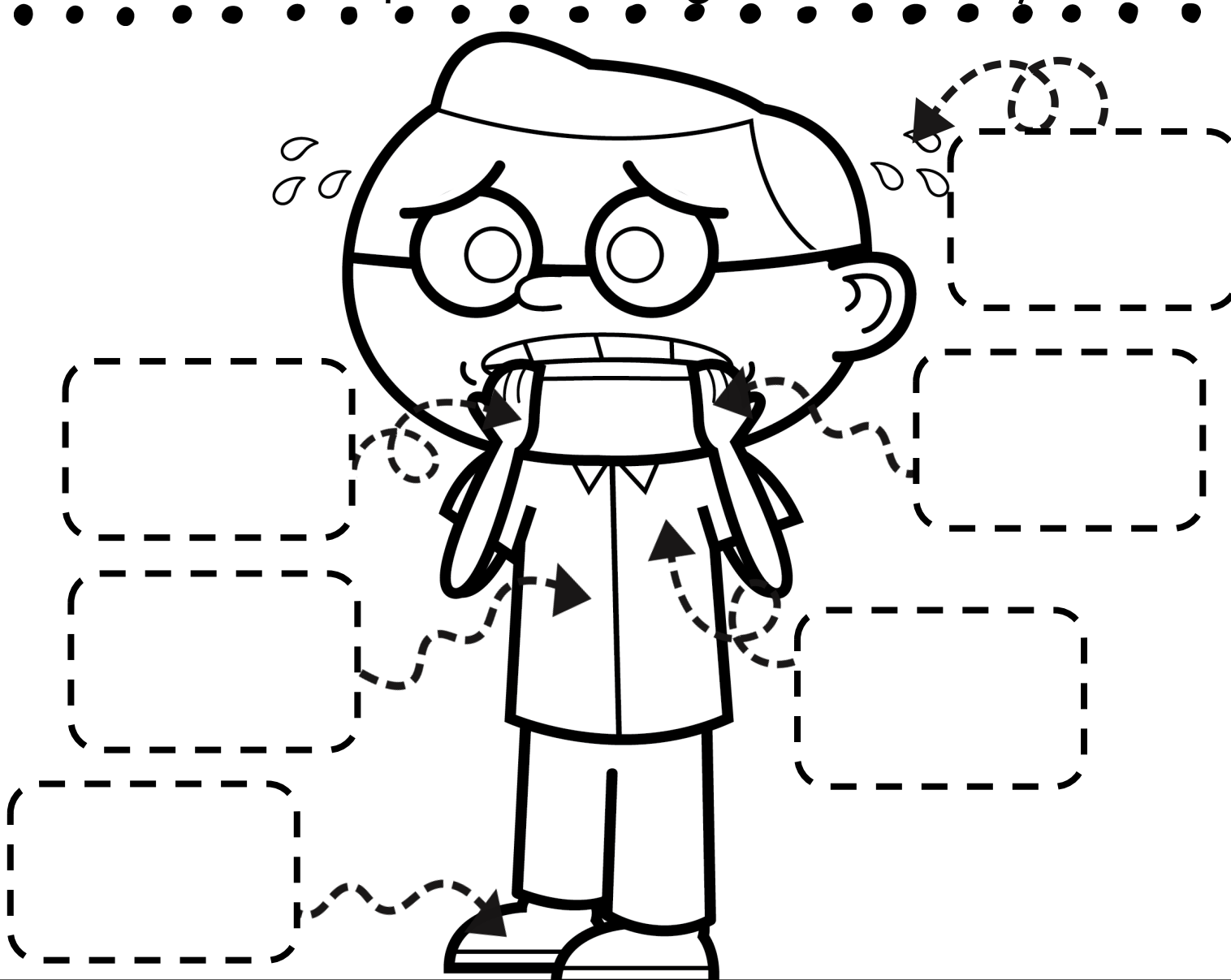
Fast
heartbeat

Name: _____

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What does ANXIETY LOOK LIKE?

Cut and paste the signs of anxiety.



Sweaty
body

Biting
fingernails

Shaky
hands

Butterflies
in tummy

Tapping
feet

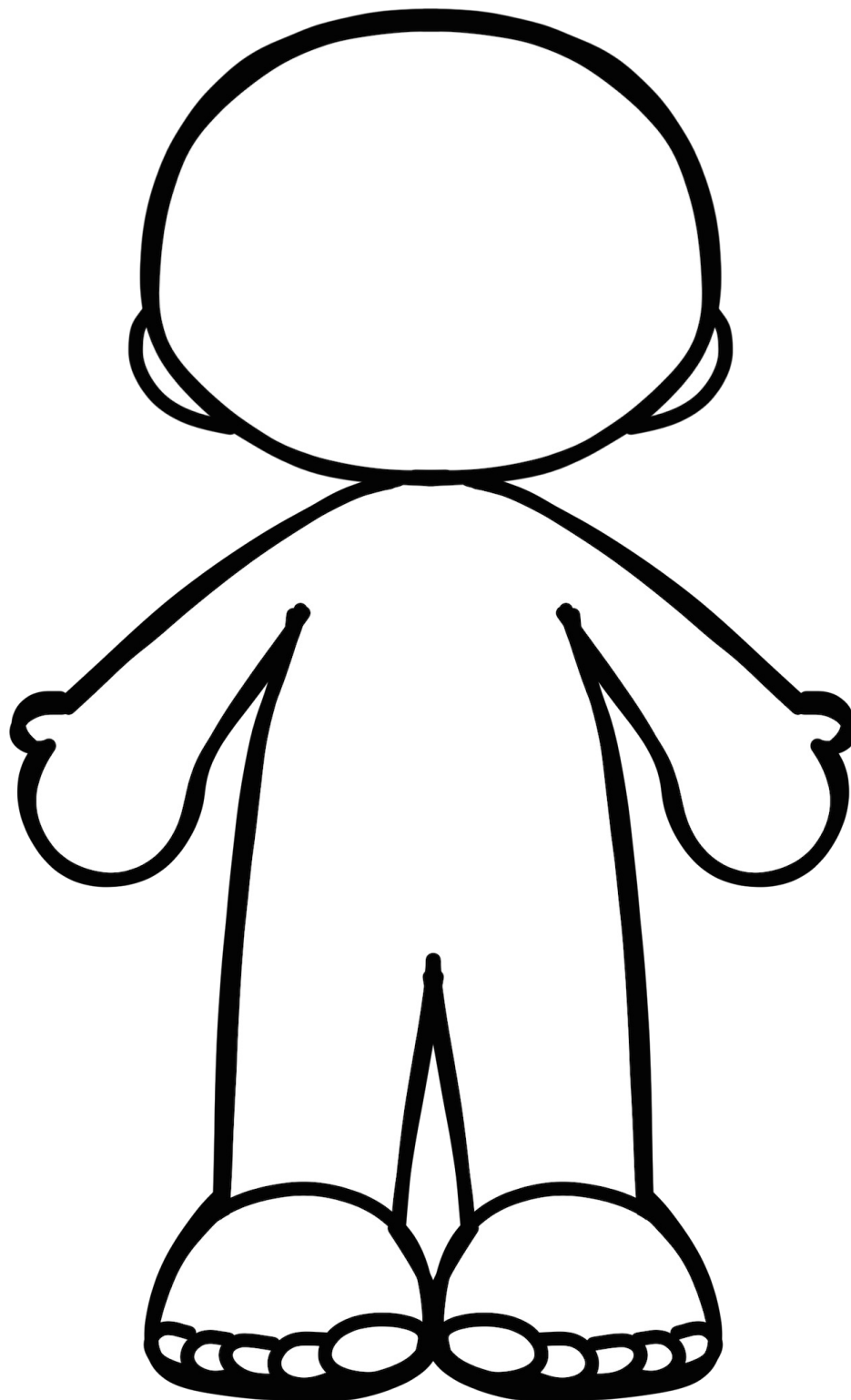
Fast
heartbeat

Name: _____

MY ANXIETY Looks Like

What does anxiety look like in your body?

Draw and write on the body what your anxiety looks like.

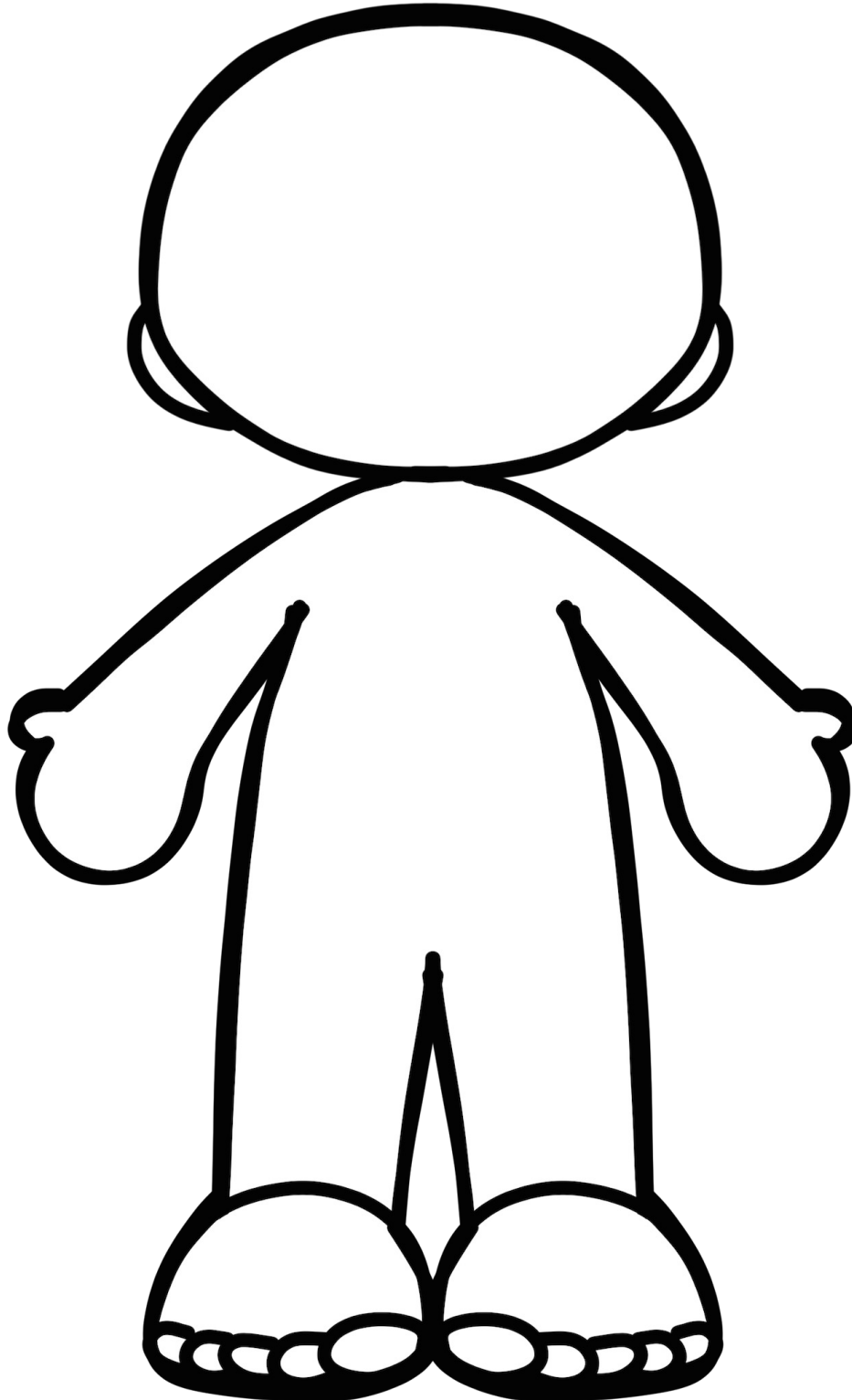


Name: _____

MY ANXIETY Looks Like

What does anxiety look like in your body?

Draw and write on the body what your anxiety looks like.



SESSION 3:

What Does Anxiety Feel Like?



SESSION 3: What Does Anxiety Feel Like?

SESSION GOALS:

- Students will learn what anxiety feels like in their bodies and brains.
- Students will learn about common times when they may feel anxious.
- 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:

- Group folders
- "How Do You Feel Today?" poster
- "What Does Anxiety Feel Like?" poster
- "When Might We Feel Anxious?" poster
- 1 "My Anxiety Feels Like" worksheet per student
- Pencils
- Crayons or markers

DIRECTIONS:

- You may choose to start each session with the **feelings check-in**.
- Briefly **review** the material learned in group last week.
- **Explain** that today we will learn about what anxiety feels like in our bodies and brains, and common times when we might feel anxious.
- **Ask students** to share what anxiety feels like in their bodies and brains.
- Share the **"What Does Anxiety Feel Like?" poster** with students and discuss each one. Has anxiety felt like this to them before? Why or why not? Which one(s) do they most relate to?
- **Ask students** to share what kinds of situations, people, or things typically make them feel anxious.
- Share the **"When Might We Feel Anxious?" poster** with students and discuss each one. Have any of these situations made them feel anxious before? Why or why not? Which one(s) tends to bother them the most? The least?
- Give students the **"My Anxiety Feels Like" worksheet**. Students can write and draw about what anxiety feels like to them. They can use any of the examples discussed in group or create their own.
- **Close** by sharing that next week we will be talking all about anxiety triggers.

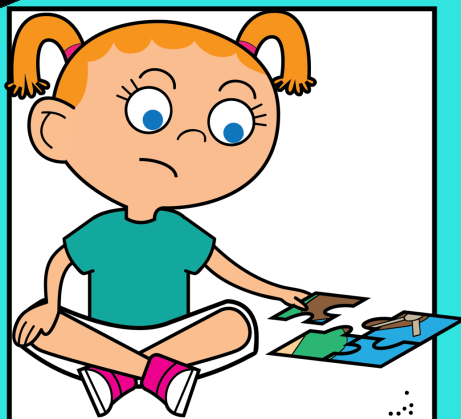
What does ANXIETY FEEL LIKE?



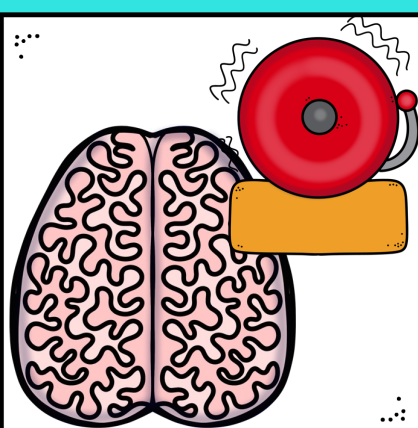
Being on a small boat in the middle of a stormy sea.



Carrying around a heavy backpack full of worries.

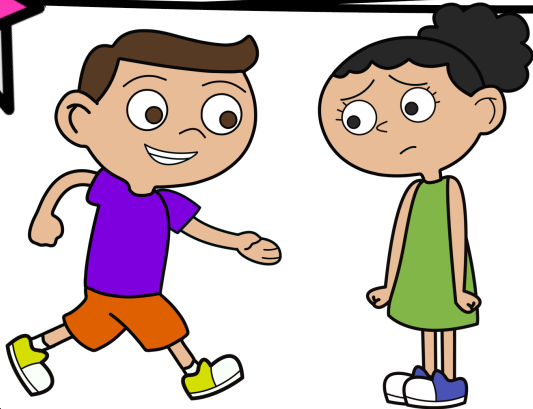


Putting together a tricky puzzle where the pieces don't quite fit together.



A fire alarm going off in our brain – even if there's no real danger there.

When may we feel **ANXIOUS?**



When we meet new people or try to make friends.



When we go to a new place or try something new.



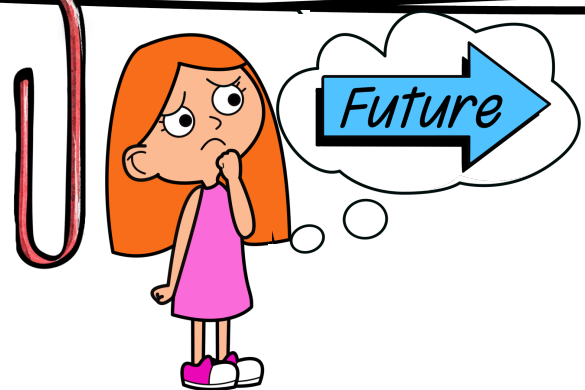
When there is a big change in our family or school.



When we perform or present in front of others.



When we have a big test or challenging schoolwork.

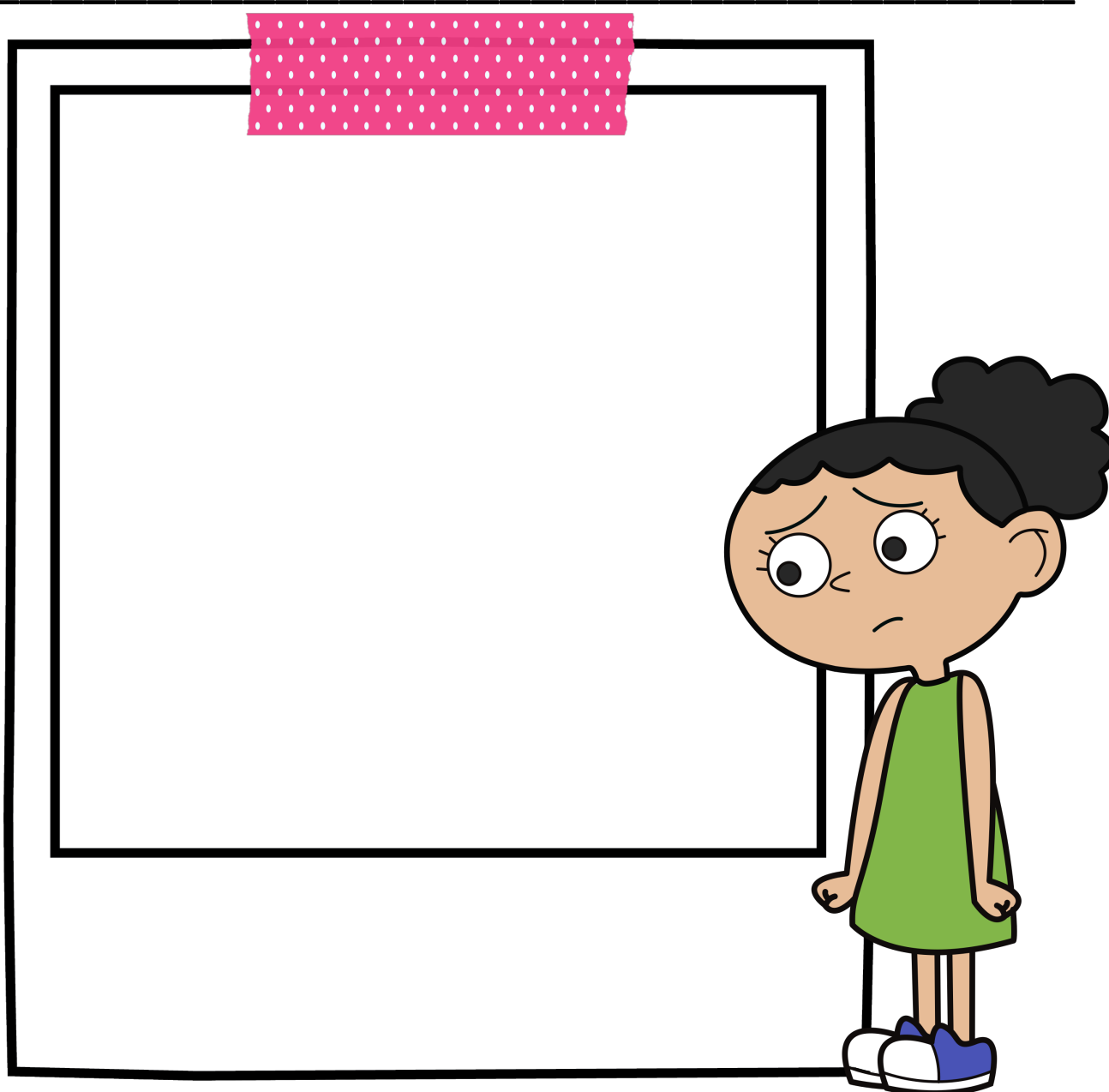


When we think about the future.

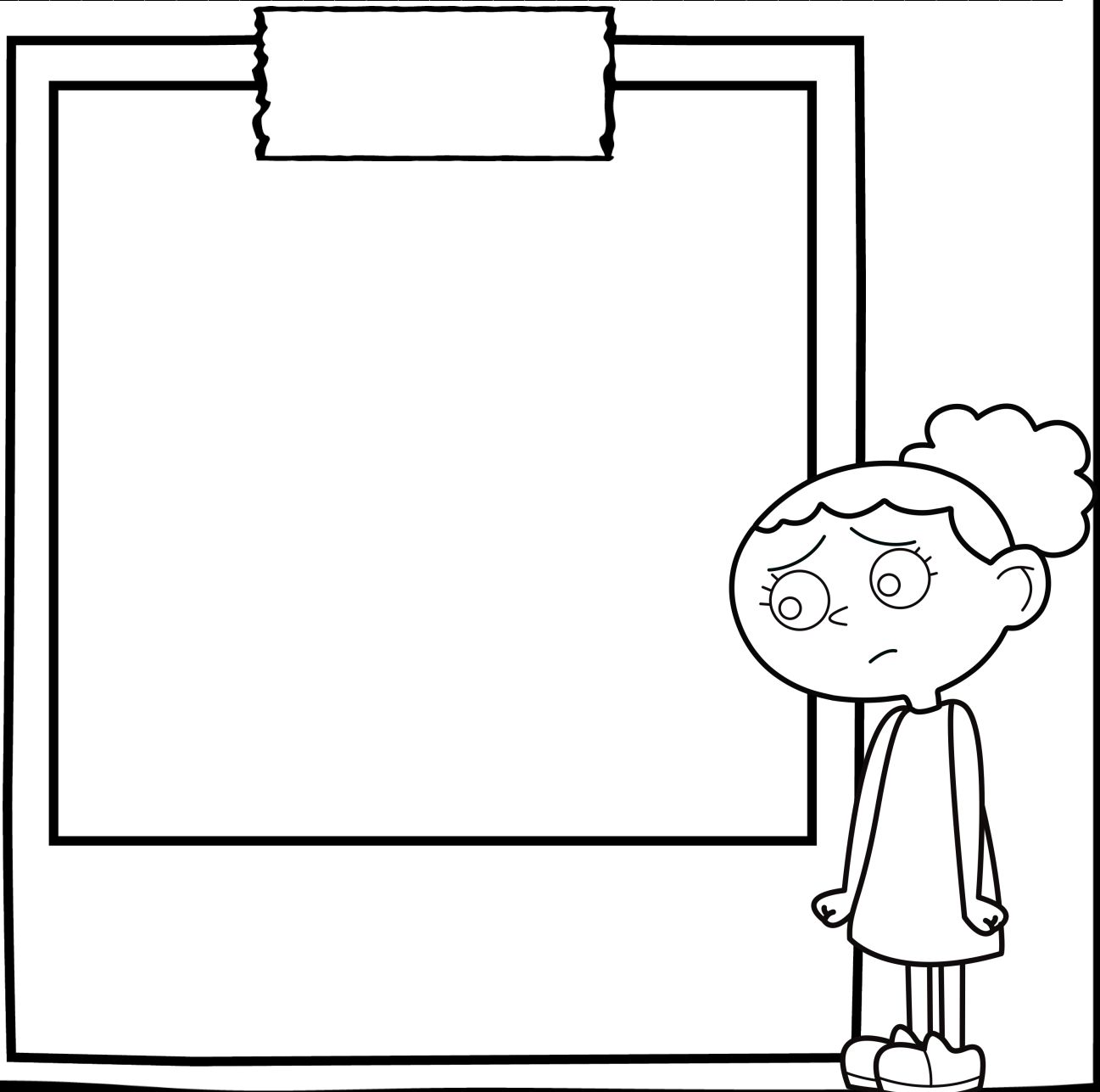
What does anxiety feel like to you?

Draw and write about how anxiety feels to you.



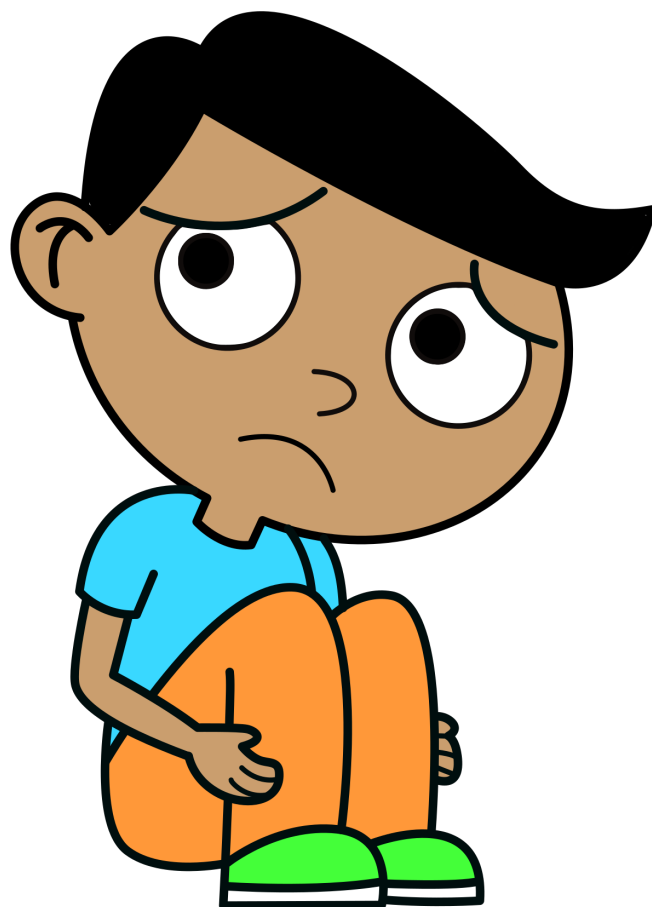
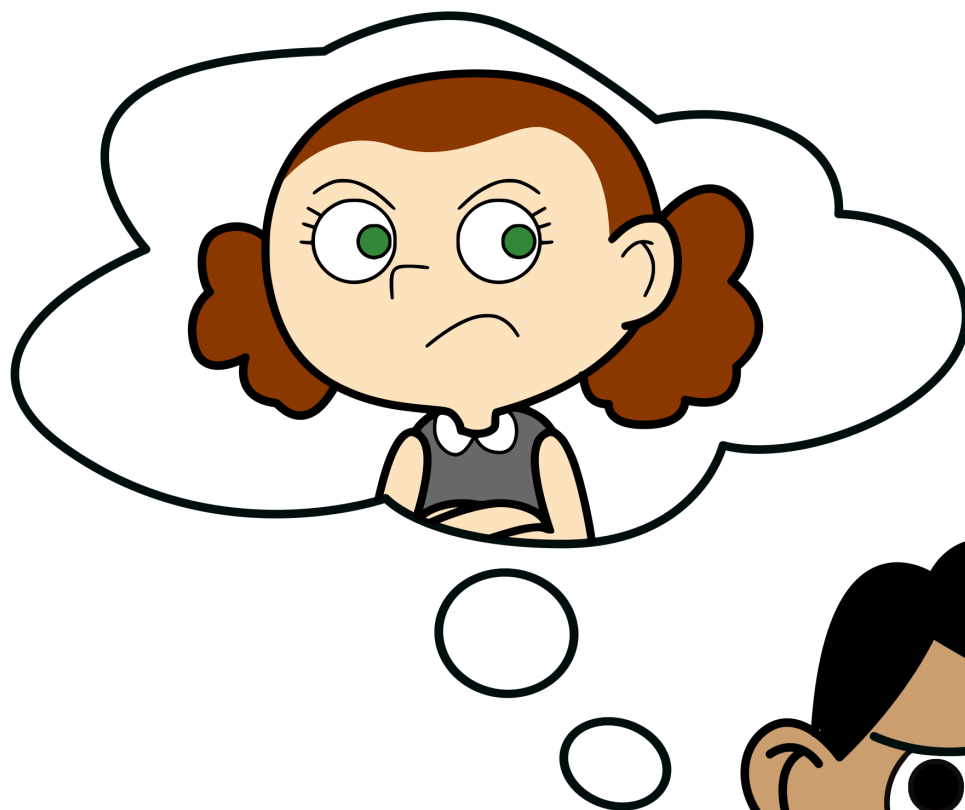


Draw and write about how anxiety feels to you.



SESSION 4:

Anxiety Triggers



SESSION 4: Anxiety Triggers

SESSION GOALS:

- Students will learn the definition of "anxiety trigger."
- Students will learn 4 facts about anxiety triggers.
- Students will identify 6 of their own anxiety triggers.
- Students will describe 4 people, situations, or problems that "sound their alarm."

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:

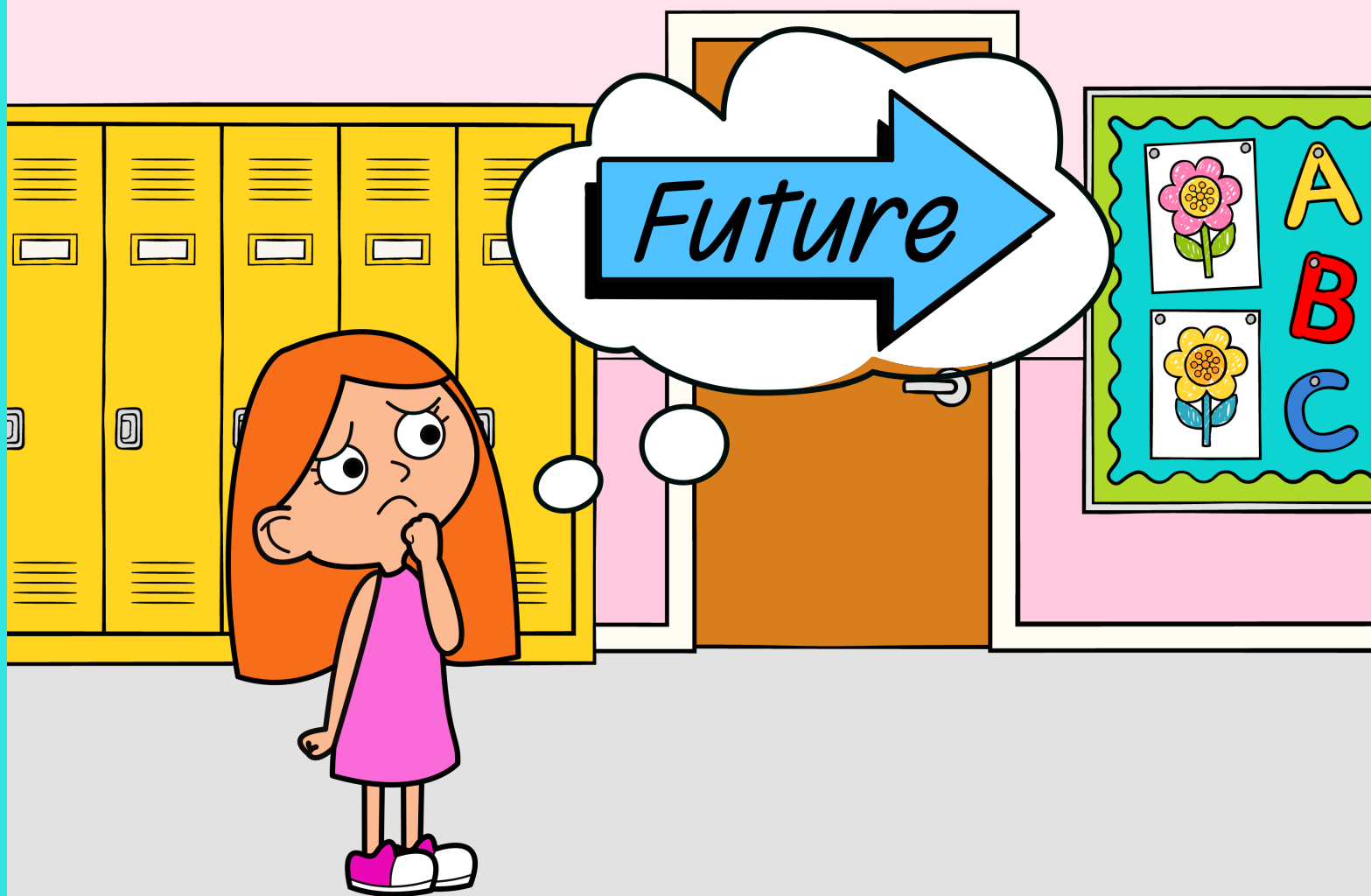
- Group folders
- "How Do You Feel Today?" poster
- "What is an Anxiety Trigger?" poster
- "Facts About Anxiety Triggers" poster
- 1 "My Anxiety Triggers" cut-and-paste activity page per student
- 1 set per student of the 18 anxiety triggers cards
- 1 "What Sounds Your Alarm?" worksheet per student
- Scissors
- Glue sticks
- Pencils
- Crayons or markers

DIRECTIONS:

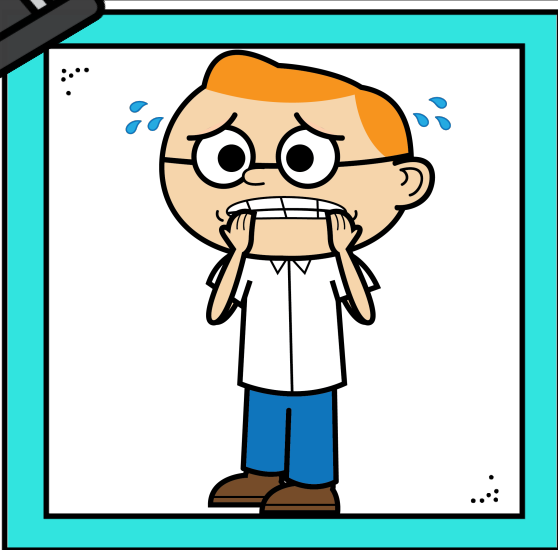
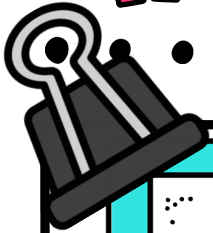
- You may choose to start each session with the **feelings check-in**.
- Briefly **review** the material learned in group last week.
- **Explain** that today we will learn about "anxiety triggers."
- **Ask students** if they have heard of an anxiety trigger, and what they think it might mean.
- Share the **"What is an Anxiety Trigger?" poster** with students and discuss the definition. Ask them to share examples of common anxiety triggers or their own triggers.
- Teach students the 4 facts about anxiety triggers using the **"Facts About Anxiety Triggers" poster**. Discuss each of the facts.
- Give each student a **"My Anxiety Triggers" cut-and-paste activity page** and a **set of the 18 anxiety triggers cards**. Ask students to cut out each card. Review and discuss each card with students. Then, ask them to choose the 6 triggers that bother them the most and glue them onto the blank spaces on the "My Anxiety Triggers" page. Once they're done, students can share the 6 triggers they chose with the group.
- Give each student a **"What Sounds Your Alarm?" worksheet**. Ask students to write and draw about 4 of their anxiety triggers in the blank spaces. Once they're done, students can share with the group.
- **Close** by sharing that next week we will be talking all about the 5 levels of anxiety.

What is an ANXIETY TRIGGER?

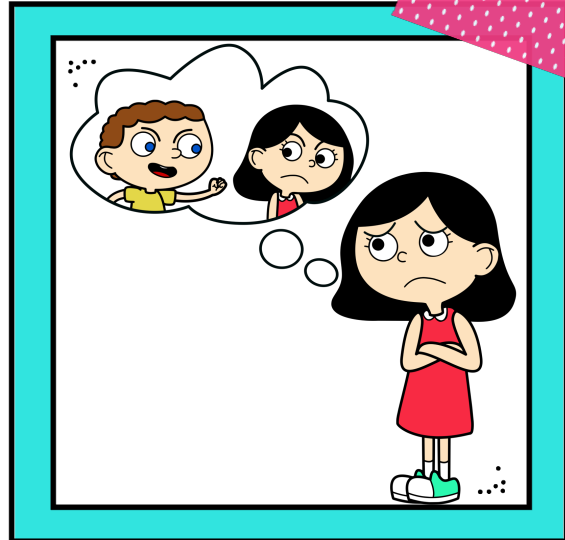
Something that makes
you feel anxious.



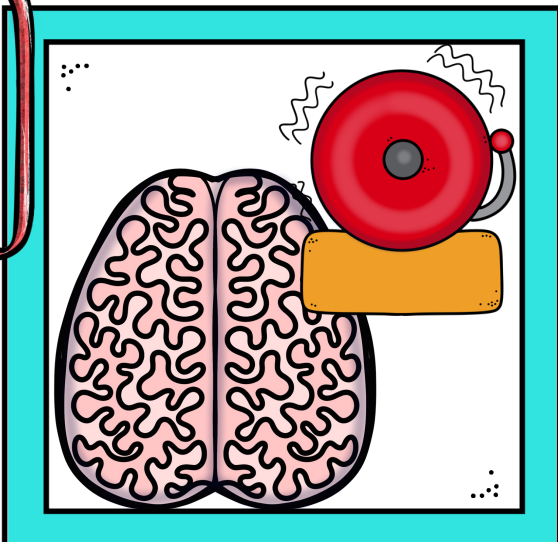
Facts About ANXIETY TRIGGERS



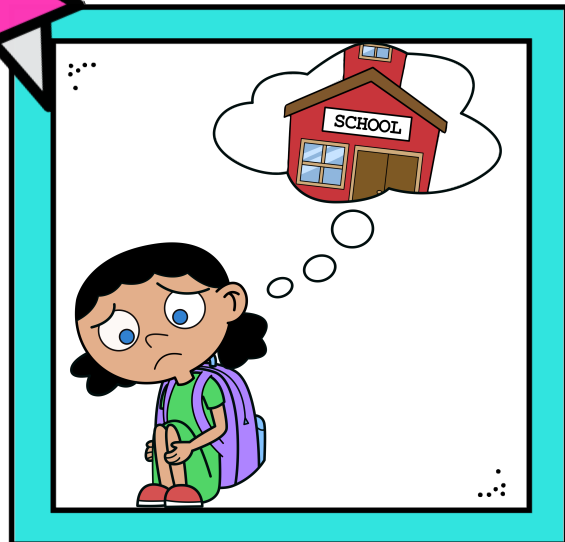
A sensitive area in our feelings.



A person, problem, or situation that worries us.



Feels like an "alarm goes off" in our brains.



Different things "set off" different people.

Name: _____

© Music City Counselor

My ANXIETY TRIGGERS

Cut out these anxiety trigger cards. Glue the 6 that worry you the most to the "My Anxiety Triggers" page.

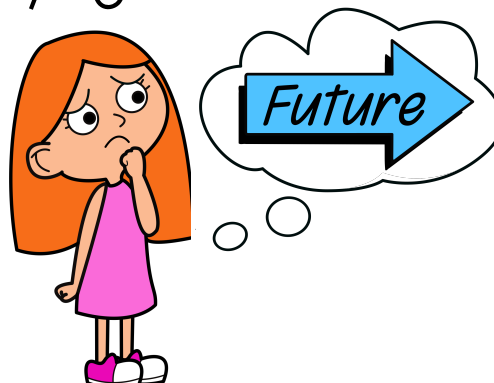
ANXIETY TRIGGERS

Meeting someone new.



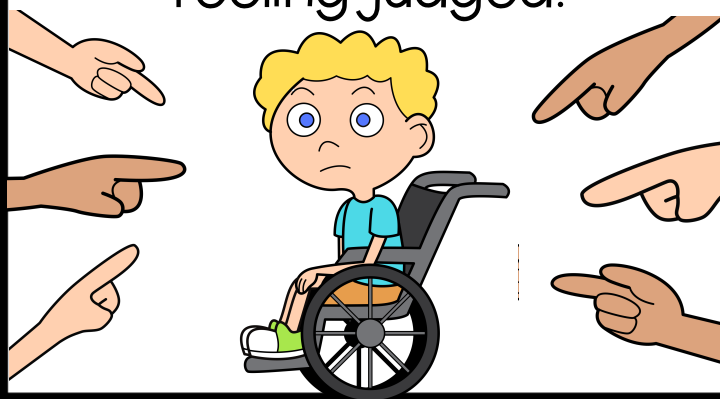
ANXIETY TRIGGERS

Worrying about the future.



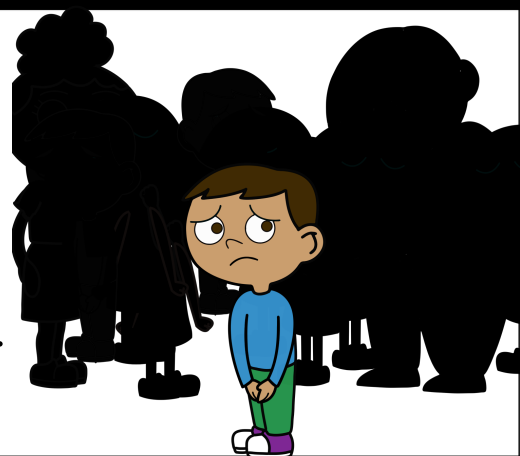
ANXIETY TRIGGERS

Feeling judged.



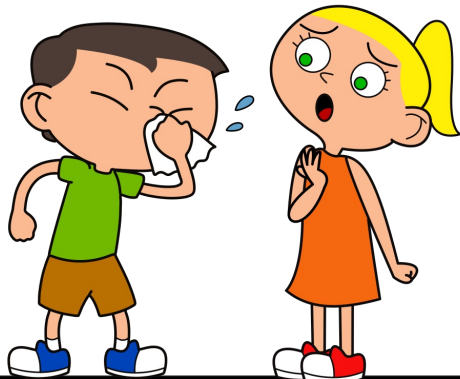
ANXIETY TRIGGERS

Being in a crowd.



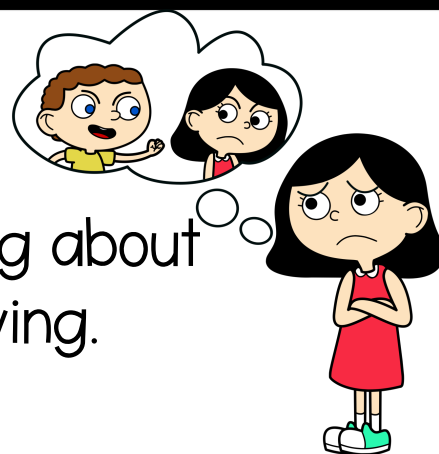
ANXIETY TRIGGERS

Being around germs.



ANXIETY TRIGGERS

Worrying about bullying.



Cut out these anxiety trigger cards. Glue the 6 that worry you the most to the "My Anxiety Triggers" page.

ANXIETY TRIGGERS



Taking tests.

ANXIETY TRIGGERS



Going to a new place.

ANXIETY TRIGGERS



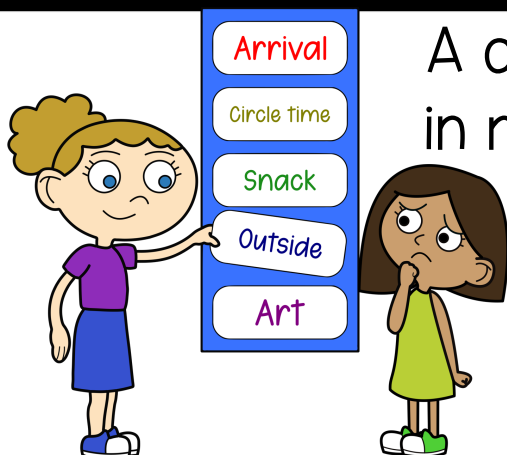
Worrying about school.

ANXIETY TRIGGERS



Problems with friends.

ANXIETY TRIGGERS



A change in routine.

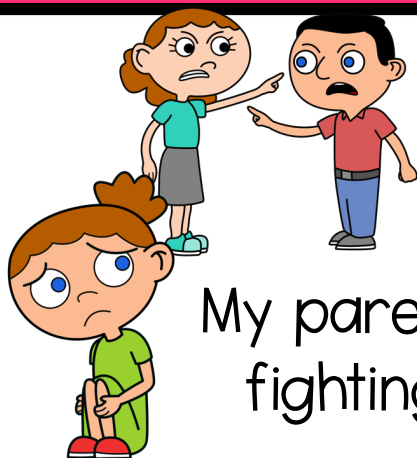
ANXIETY TRIGGERS



Presenting or performing.

Cut out these anxiety trigger cards. Glue the 6 that worry you the most to the "My Anxiety Triggers" page.

ANXIETY TRIGGERS



My parents fighting.

ANXIETY TRIGGERS

Starting in a new school.



ANXIETY TRIGGERS



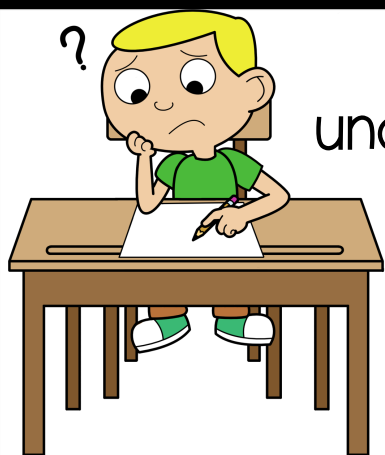
Playing in an important sports game.

ANXIETY TRIGGERS

Others invading our personal space.



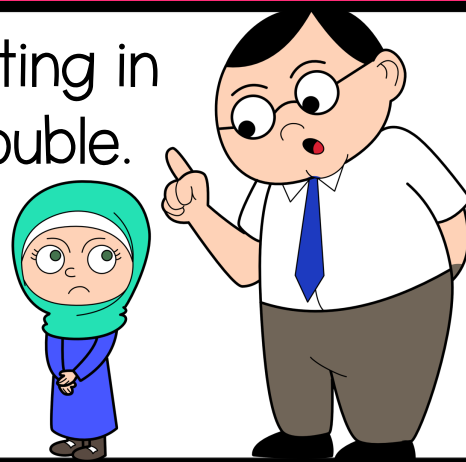
ANXIETY TRIGGERS



Not understanding my work.

ANXIETY TRIGGERS

Getting in trouble.



Name: _____

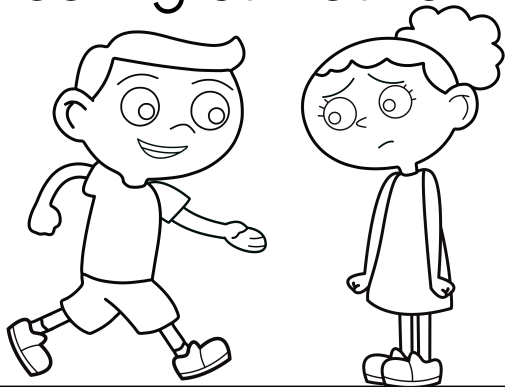
© Music City Counselor

My ANXIETY TRIGGERS

Cut out these anxiety trigger cards. Glue the 6 that worry you the most to the "My Anxiety Triggers" page.

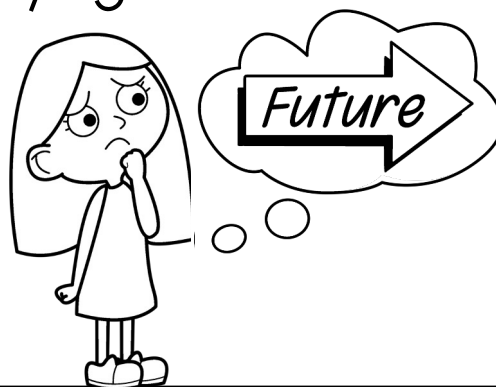
ANXIETY TRIGGERS

Meeting someone new.



ANXIETY TRIGGERS

Worrying about the future.



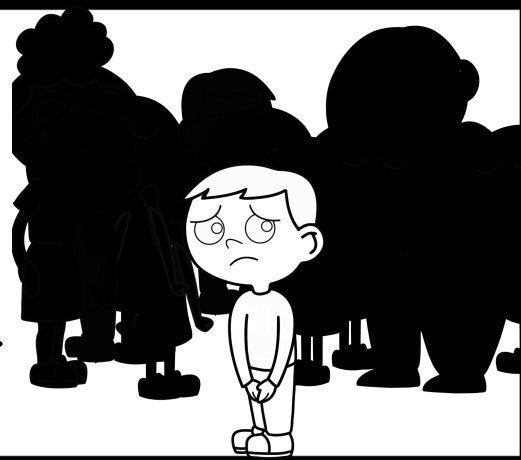
ANXIETY TRIGGERS

Feeling judged.



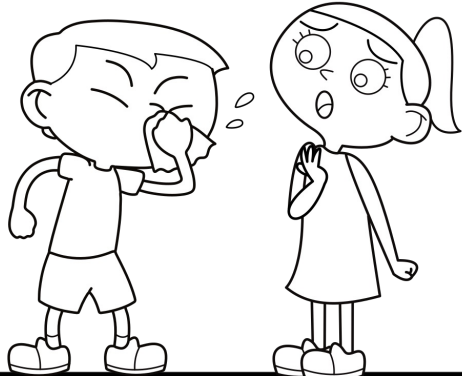
ANXIETY TRIGGERS

Being
in a
crowd.



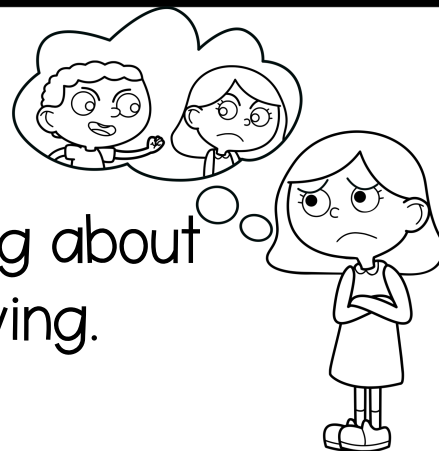
ANXIETY TRIGGERS

Being around germs.



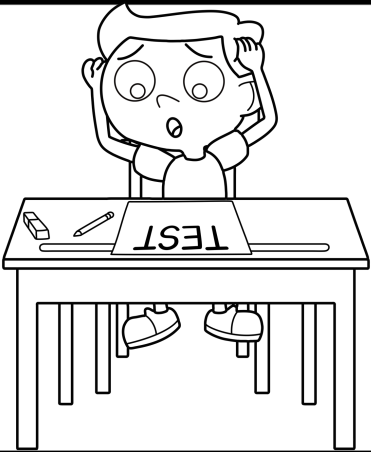
ANXIETY TRIGGERS

Worrying about
bullying.



Cut out these anxiety trigger cards. Glue the 6 that worry you the most to the "My Anxiety Triggers" page.

ANXIETY TRIGGERS



Taking tests.

ANXIETY TRIGGERS



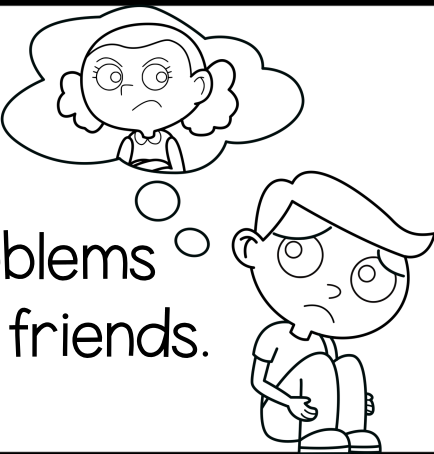
Going to a new place.

ANXIETY TRIGGERS



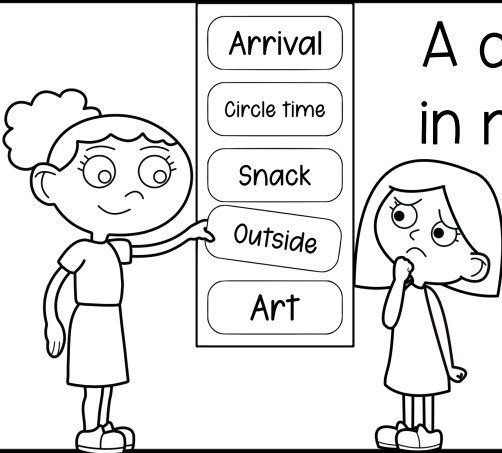
Worrying about school.

ANXIETY TRIGGERS



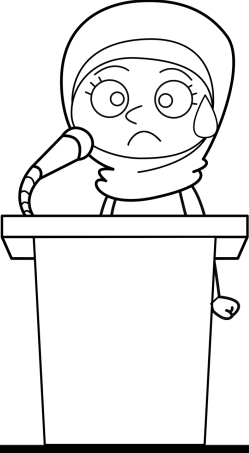
Problems with friends.

ANXIETY TRIGGERS



A change in routine.

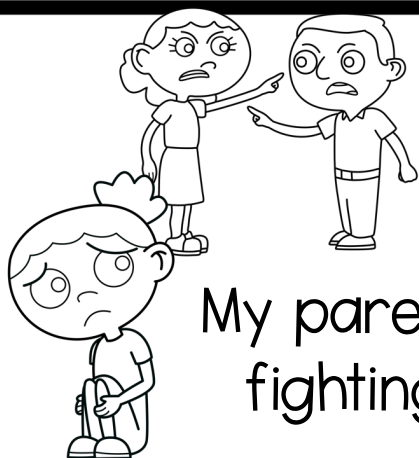
ANXIETY TRIGGERS



Presenting or performing.

Cut out these anxiety trigger cards. Glue the 6 that worry you the most to the "My Anxiety Triggers" page.

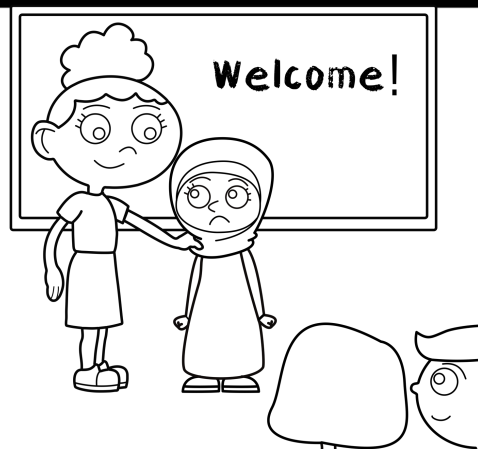
ANXIETY TRIGGERS



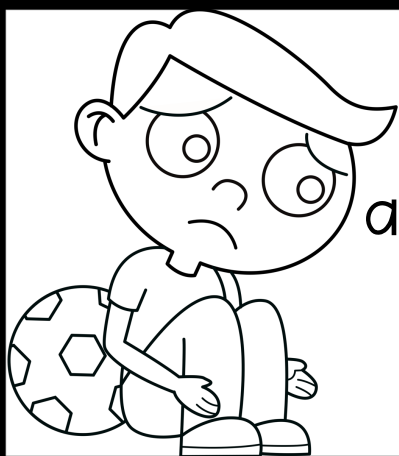
My parents fighting.

ANXIETY TRIGGERS

Starting in a new school.



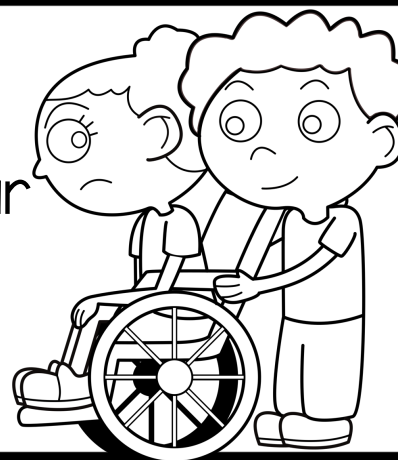
ANXIETY TRIGGERS



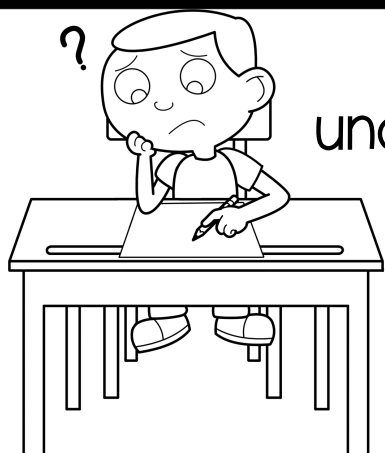
Playing in an important sports game.

ANXIETY TRIGGERS

Others invading our personal space.



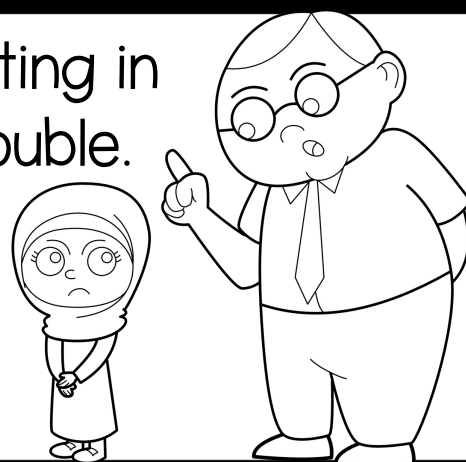
ANXIETY TRIGGERS



Not understanding my work.

ANXIETY TRIGGERS

Getting in trouble.

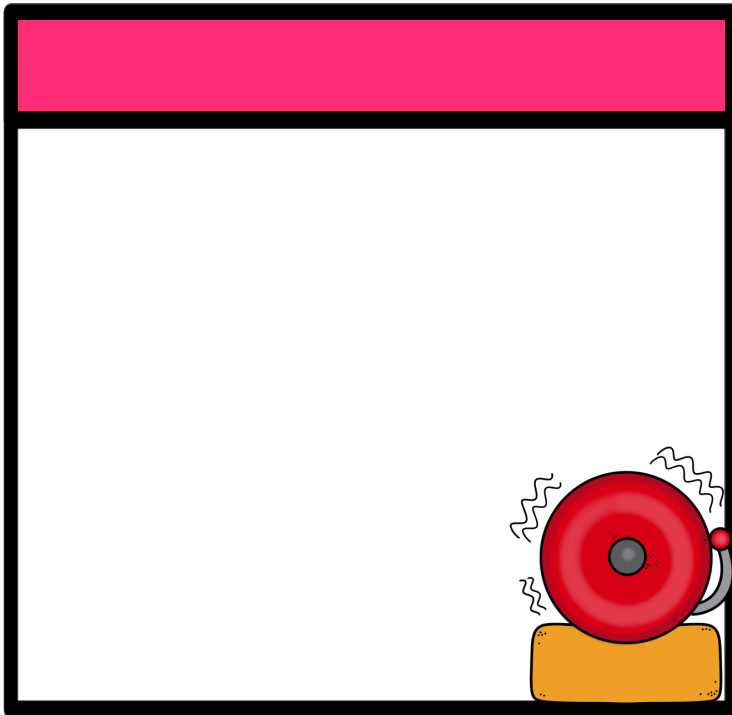


Name: _____

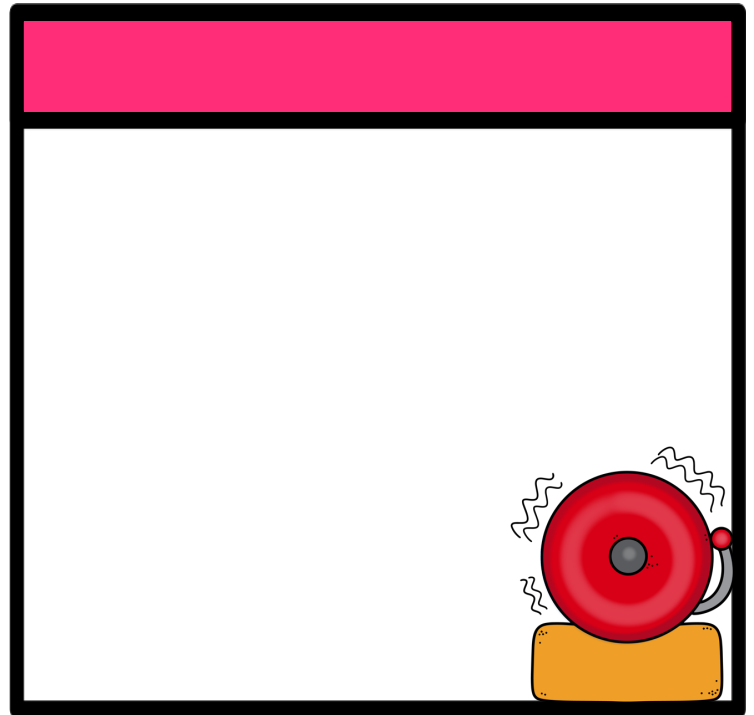
My ANXIETY TRIGGERS

What "sounds your alarm?"

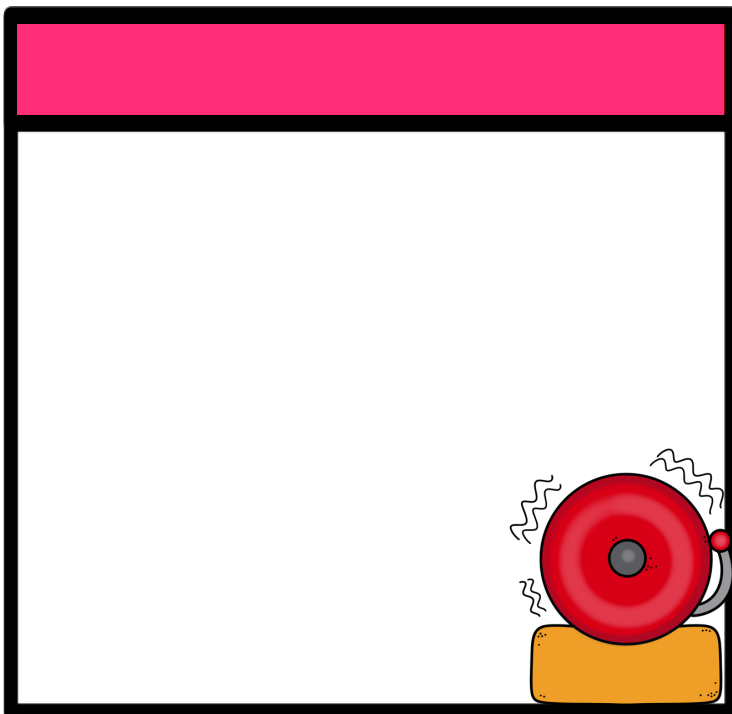
Write and draw about your anxiety triggers.



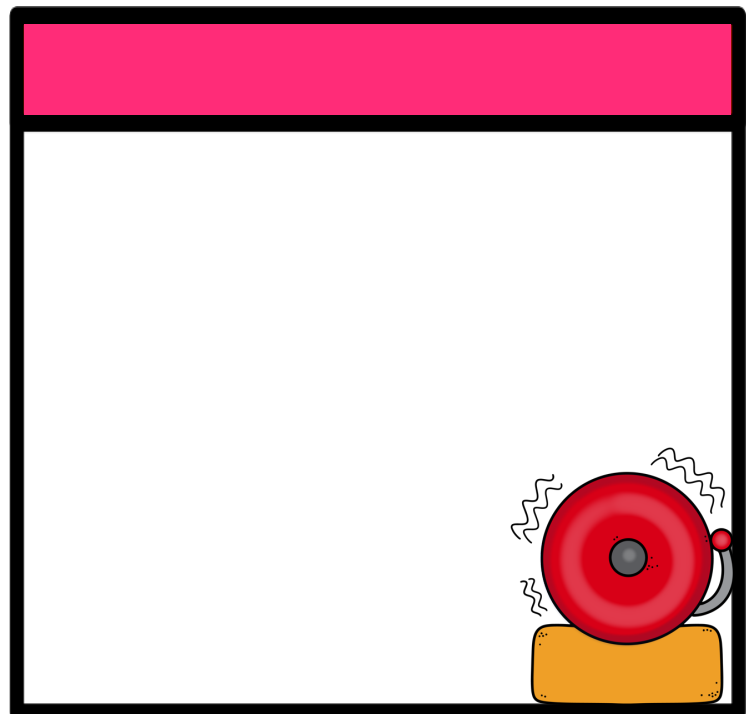
A rectangular box with a thick black border. The top portion is a solid pink horizontal bar. The bottom right corner features a cartoon illustration of a red alarm bell with a grey clapper, sitting on a yellow rectangular base. Wavy lines emanate from the bell, indicating it is ringing.



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Name: _____

My ANXIETY TRIGGERS

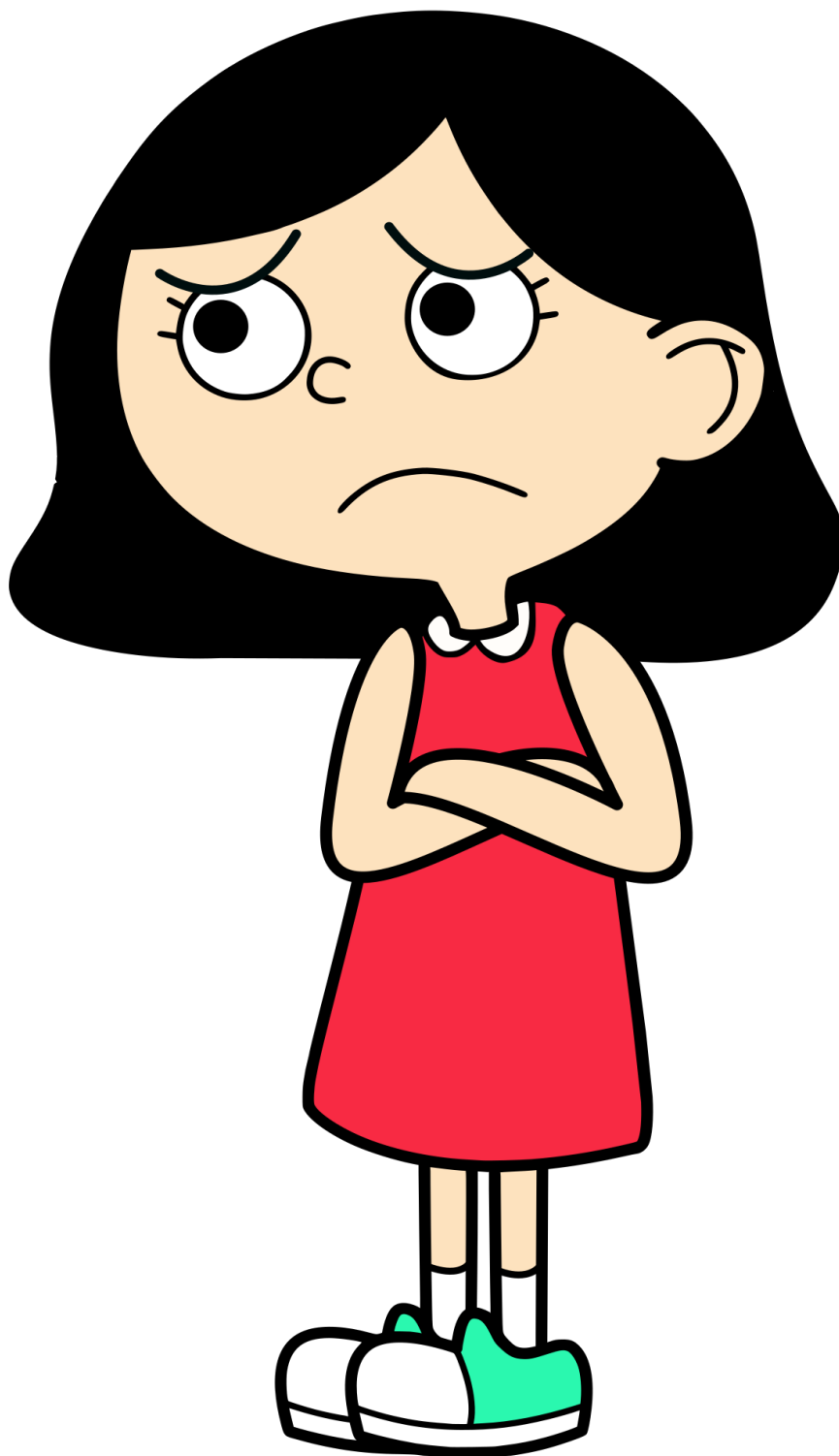
What "sounds your alarm?"

Write and draw about your anxiety triggers.

A large rectangular box for drawing, with a small alarm clock icon in the bottom right corner. The box is divided into two horizontal sections by a thick black line. The top section is a header for writing, and the bottom section is for drawing.A large rectangular box for drawing, with a small alarm clock icon in the bottom right corner. The box is divided into two horizontal sections by a thick black line. The top section is a header for writing, and the bottom section is for drawing.A large rectangular box for drawing, with a small alarm clock icon in the bottom right corner. The box is divided into two horizontal sections by a thick black line. The top section is a header for writing, and the bottom section is for drawing.A large rectangular box for drawing, with a small alarm clock icon in the bottom right corner. The box is divided into two horizontal sections by a thick black line. The top section is a header for writing, and the bottom section is for drawing.

SESSION 5:

The 5 Levels of Anxiety



SESSION 5: The 5 Levels of Anxiety

SESSION GOALS:

- Students will learn to describe each of the 5 levels of anxiety.
- Students will learn to describe what each level of anxiety looks and feels like in our 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:

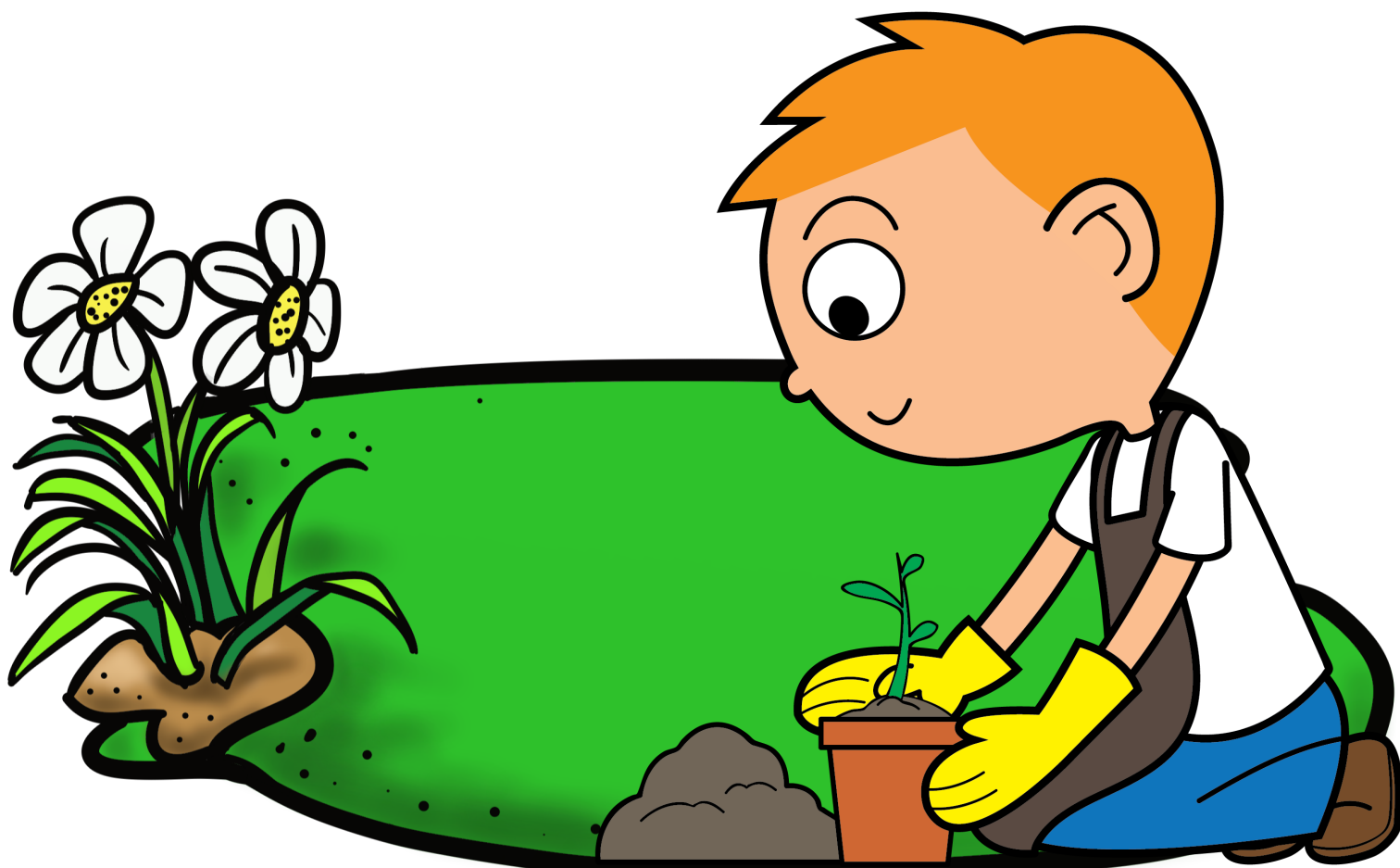
- Group folders
- "How Do You Feel Today?" poster
- "How is Your Mind Like a Garden?" poster
- "My Anxiety Garden" poster
- 1 "My Anxiety Garden" worksheet per student
- 6 cut out discussion cards
- Pencils
- Crayons or markers

DIRECTIONS:

- You may choose to start each session with the **feelings check-in**.
- Briefly **review** the material learned in group last week.
- **Explain** that today we will learn about the 5 "levels of anxiety" and what each one feels and looks like in our bodies and brains.
- **Ask students** if they think there are different "levels" of anxiety. If so, what might they be? Brainstorm and discuss.
- Share the **"How is Your Mind Like a Garden?" poster** with students. Explain the metaphor of our mind being a garden, and anxiety being little "weeds" that pop up. The more weeds that grow in our garden, the more anxious we feel.
- Share the **"My Anxiety Garden" poster** with students. Describe each of the 5 levels of anxiety. Ask students to share which level(s) they experience the most and the least often.
- Give each student a **"My Anxiety Garden" worksheet**. Ask students to write or draw about what each level feels and looks like in their bodies and brains. Once they're done, they can share with the group.
- Give each student a **discussion card**. Ask them to read it aloud to the group and share their thoughts and feelings with the group.
- **Close** by sharing that next week we will be talking about situations, people, and problems that make us feel each of the 5 levels of anxiety.

— How is Your Mind — LIKE A GARDEN?

Imagine your mind is like a garden. Sometimes anxious thoughts are like little weeds that pop up. These weeds can make our garden feel messy and overwhelming. The more weeds that grow, the more nervous we feel.



My ANXIETY GARDEN

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

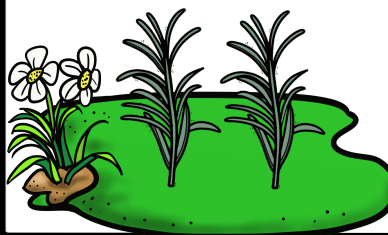
3



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

UNEASY

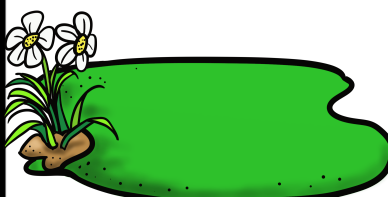
2



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

CALM

1



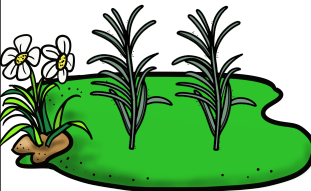
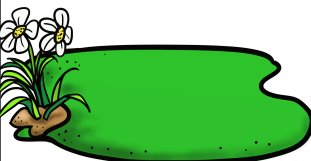
I am peaceful and relaxed. My body feels comfortable. Everything is okay.

Name: _____

My ANXIETY GARDEN

Feels like:

Looks like:

PANICKED**NERVOUS****WORRIED****UNEASY****CALM**

Name: _____

© Music City Counselor

My ANXIETY GARDEN

Feels like:

Looks like:

PANICKED



NERVOUS



WORRIED



UNEASY



CALM



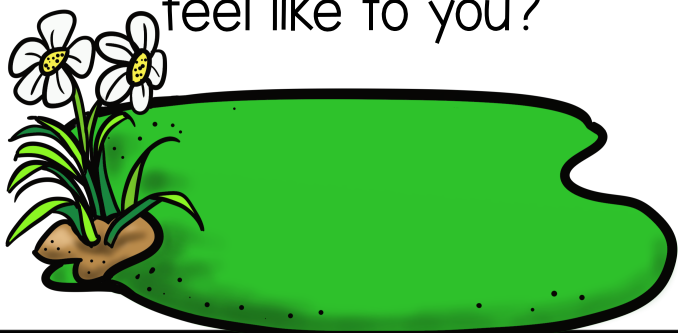
Discussion Cards

LET'S SHARE!

CALM

1

What does calm look and feel like to you?

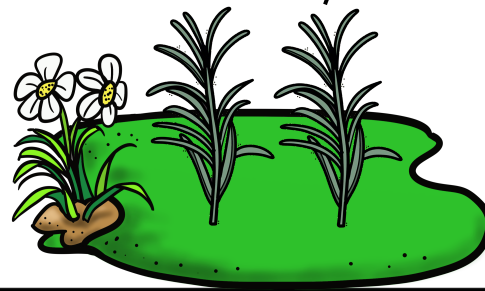


LET'S SHARE!

UNEASY

2

What does uneasy look and feel like to you?



LET'S SHARE!

WORRIED

3

What does worried look and feel like to you?



LET'S SHARE!

NERVOUS

4

What does nervous look and feel like to you?



LET'S SHARE!

PANICKED

5

What does panicked look and feel like to you?



SESSION 6:

My Anxiety Garden



SESSION 6: My Anxiety Garden

SESSION GOALS:

- Students will learn to rate anxiety triggers according to the 5 levels of anxiety.
- Students will identify 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:

- Group folders
- "How Do You Feel Today?" poster
- "My Anxiety Garden" poster from last week
- 1 "My Anxiety Garden" cut-and-paste activity sheet per student
- 1 set of cut out anxiety scale labels
- 1 set of 15 anxiety triggers cards per student
- 6 cut out discussion cards
- Scissors
- Glue sticks
- Pencils

DIRECTIONS:

- You may choose to start each session with the **feelings check-in**.
- Briefly **review** the material learned in group last week (especially the 5 levels of anxiety on the "My Anxiety Garden" poster).
- **Explain** that today we will learn how to "rate" our anxiety triggers according to the 5 levels of anxiety.
- Give each student a **"My Anxiety Garden" cut-and-paste activity sheet** and the **set of 15 anxiety triggers cards**. Ask students to cut out the 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, 2, 3, 4, or 5 on the Anxiety Garden scale to them. It is okay (and expected) for students to have different ratings than their peers because we all experience anxiety differently. As you go through each card, ask students to place the card under the corresponding label card 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 anger trigger card, students can choose one card from each pile/label and glue it onto the correct space on the "My Anxiety Garden" activity sheet.
- Give each student a **discussion card**. Ask them to read it aloud then share their thoughts and feelings with the group.
- **Close** by sharing that next week we will be talking about what "calm" looks and feels like.

Name: _____

My ANXIETY GARDEN

I feel...when...

PANICKED 5



Red box for writing.

NERVOUS 4



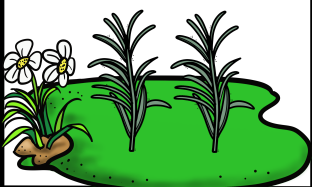
Pink box for writing.

WORRIED 3



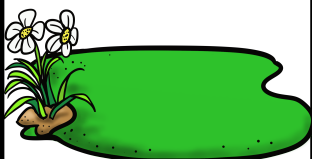
Orange box for writing.

UNEASY 2



Yellow box for writing.

CALM 1



Blue box for writing.

Anxiety Scale Rating Labels for Trigger Cards

MY ANXIETY GARDEN

CALM

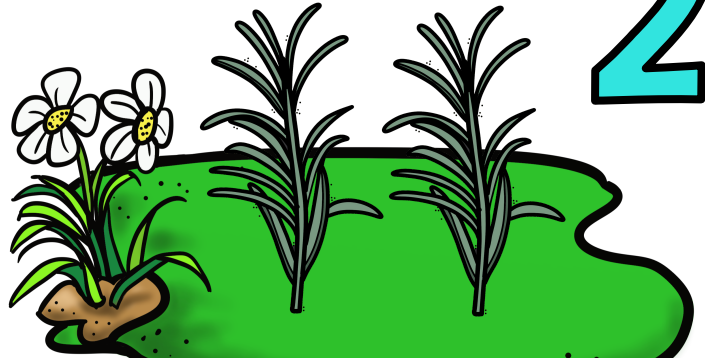
1



MY ANXIETY GARDEN

UNEASY

2



MY ANXIETY GARDEN

WORRIED

3



MY ANXIETY GARDEN

NERVOUS

4



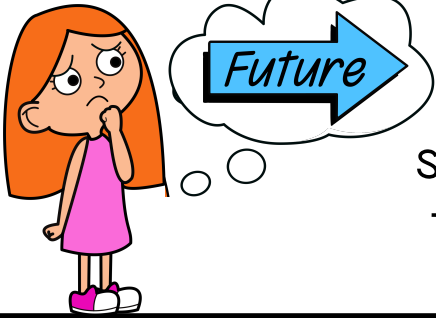
MY ANXIETY GARDEN

PANICKED

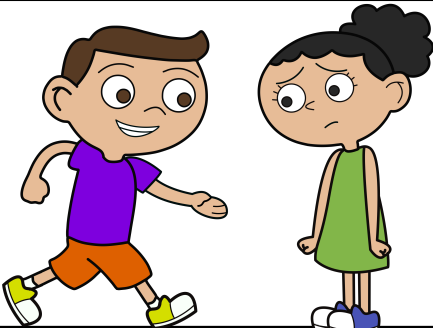
5



Anxiety Trigger Cards

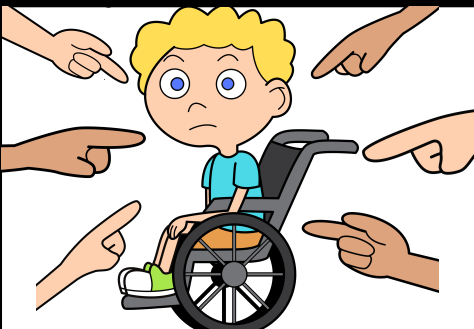
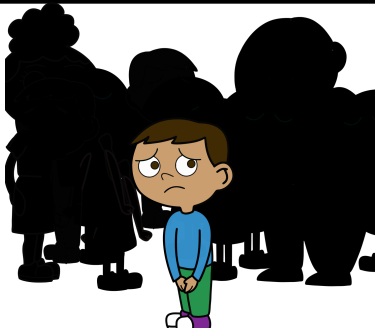


Hailey can't focus on her schoolwork because she is thinking about the future.




Maria is a new student and is trying to meet new friends.

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

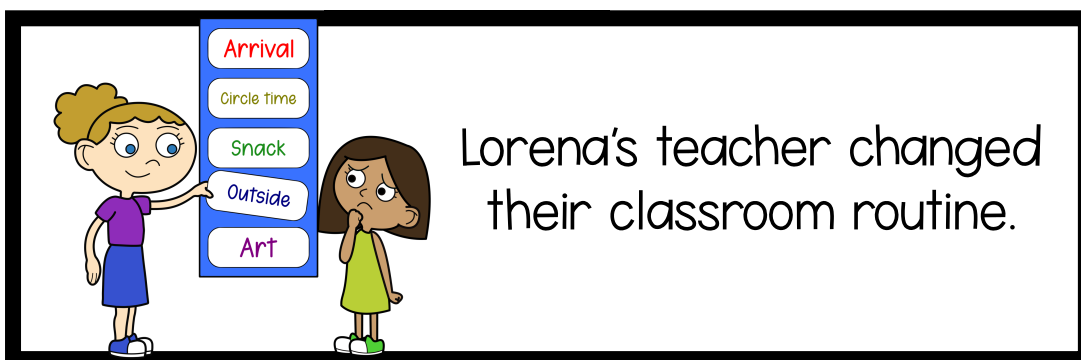
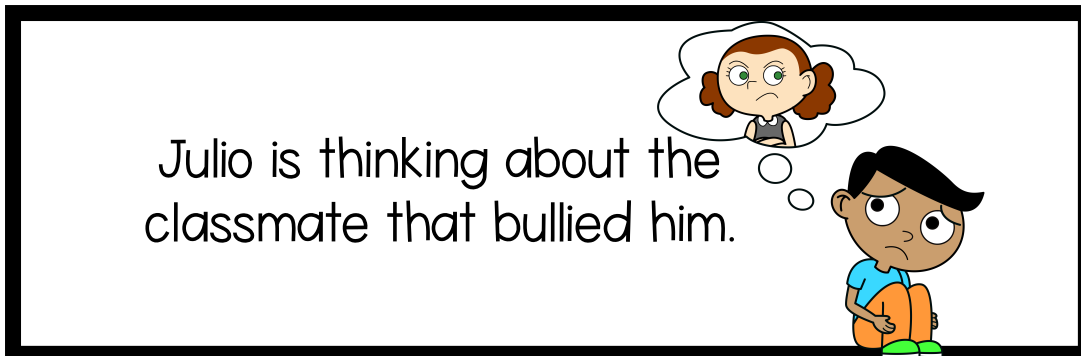


Kenneth feels like everyone is looking at him and judging him.



Scott keeps sneezing and spreading his germs around Kendall.

Anxiety Trigger Cards

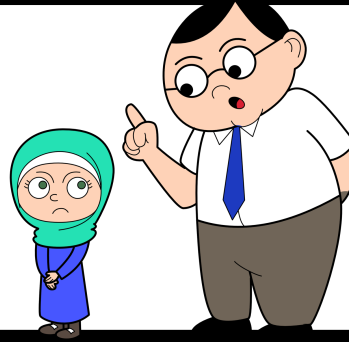


Anxiety Trigger Cards



Mohammed has a big test today.

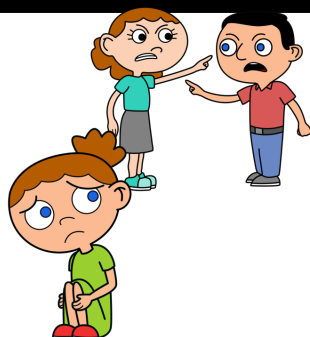
Sukaina got in trouble at lunch.



Ryan keeps getting in Helen's personal space.



Zaynab is starting her first day at a new school.



Scarlett's parents keep fighting.

Name: _____

© Music City Counselor

My ANXIETY GARDEN

I feel...when...

PANICKED 5



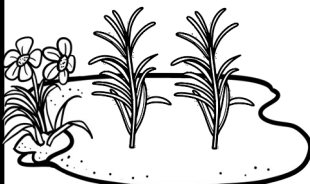
NERVOUS 4



WORRIED 3



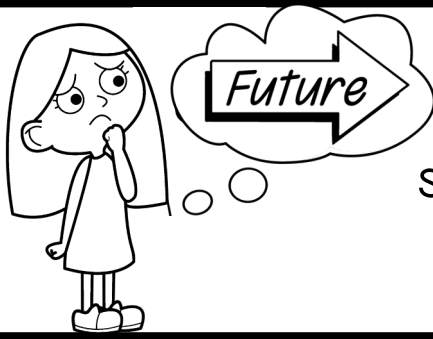
UNEASY 2



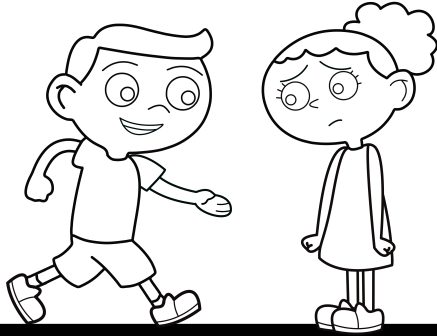
CALM 1



Anxiety Trigger Cards

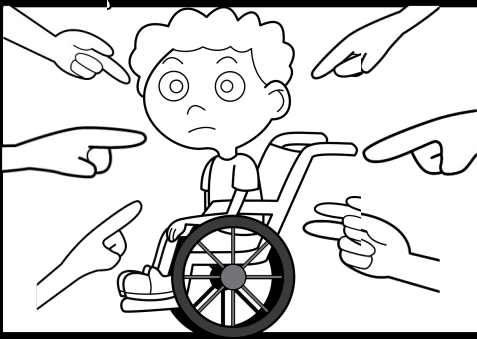


Hailey can't focus on her schoolwork because she is thinking about the future.

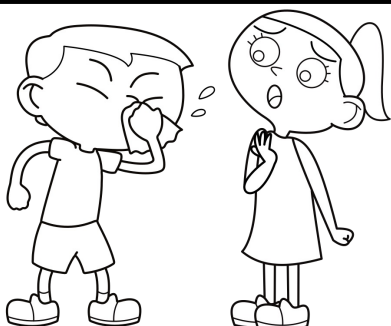


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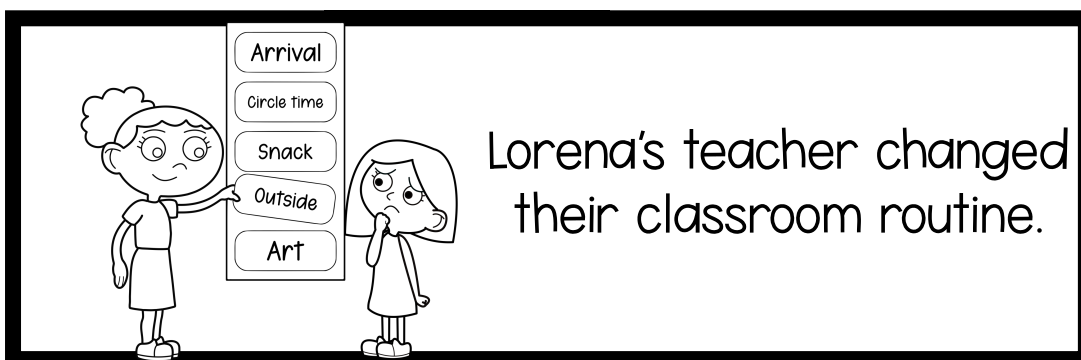
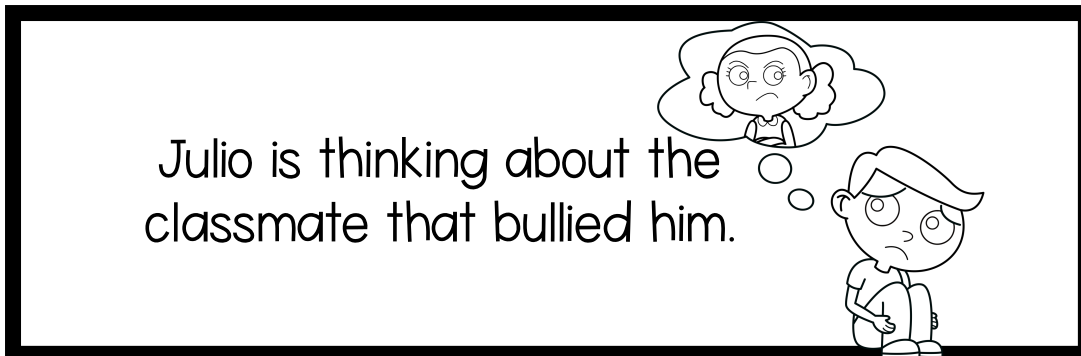


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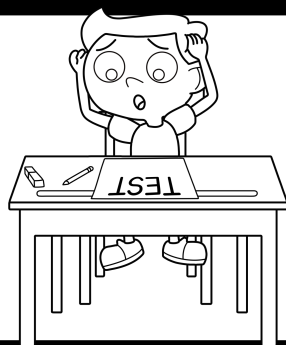


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Anxiety Trigger Cards

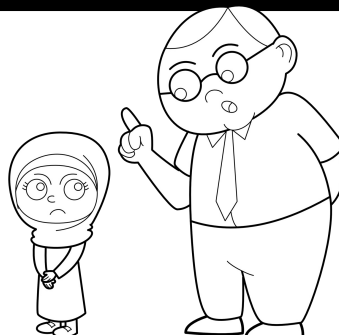


Anxiety Trigger Cards

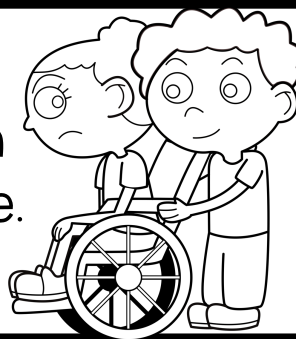


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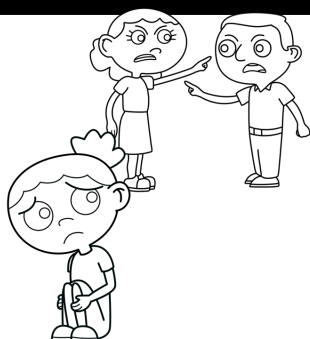
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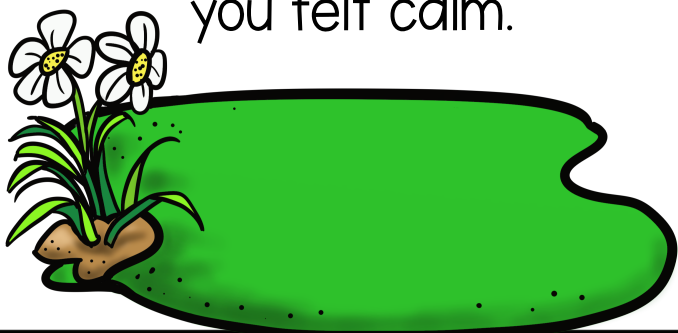
Discussion Cards

LET'S SHARE!

CALM

1

Share about a time when you felt calm.

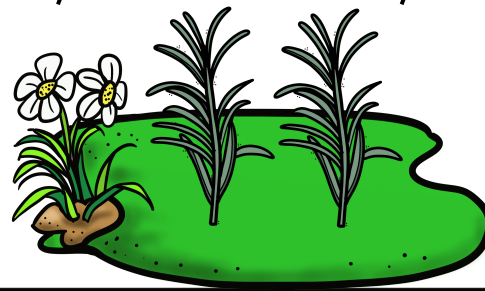


LET'S SHARE!

UNEASY

2

Share about a time when you felt uneasy.



LET'S SHARE!

WORRIED

3

Share about a time when you felt worried.



LET'S SHARE!

NERVOUS

4

Share about a time when you felt nervous.



LET'S SHARE!

PANICKED

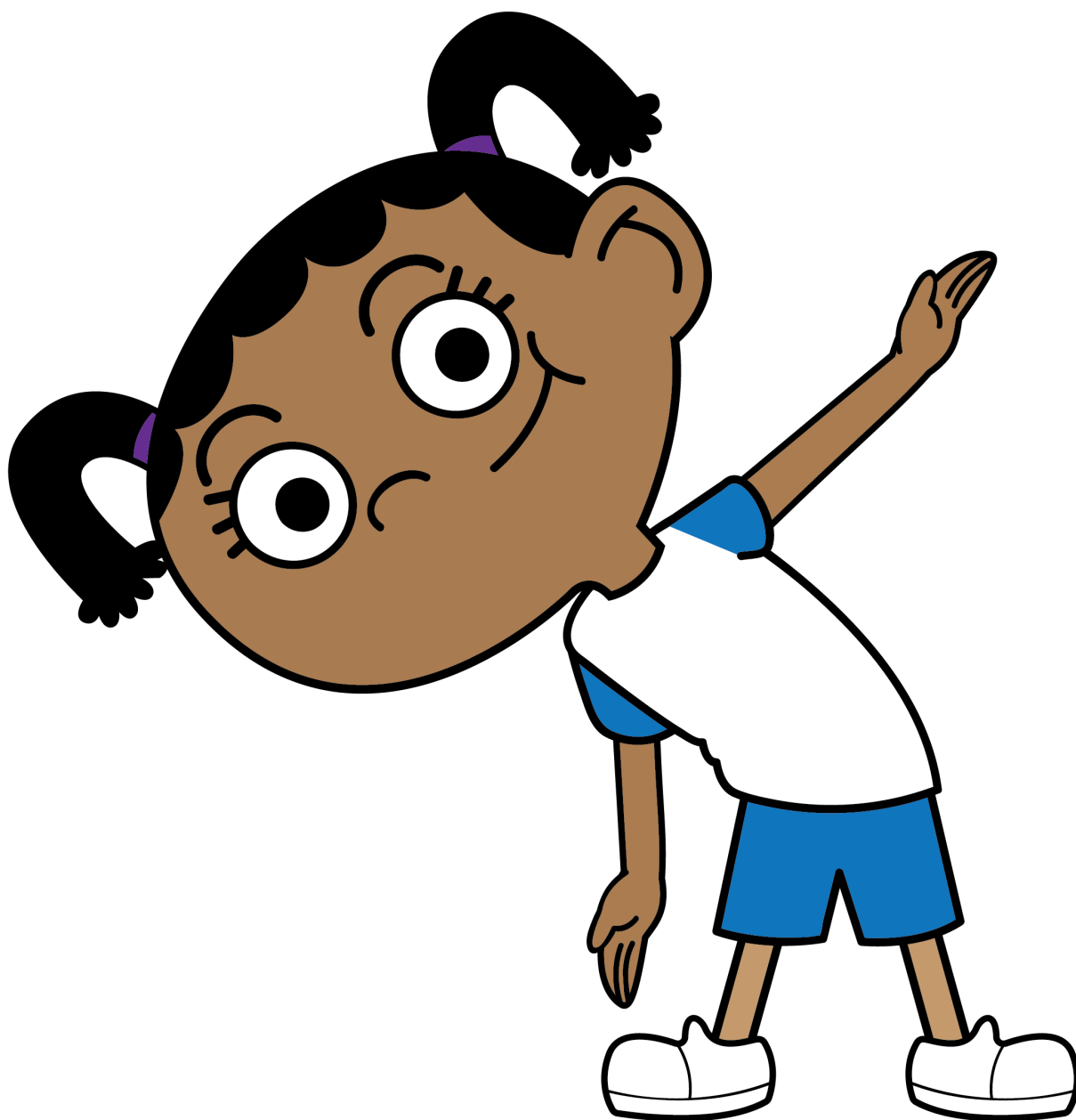
5

Share about a time when you felt panicked.



SESSION 7:

What is Calm & What Does it Look Like?



SESSION 7: What is Calm & What Does it Look Like?

SESSION GOALS:

- Students will learn the definition of "calm."
- Students will learn what calm looks like.
- 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:

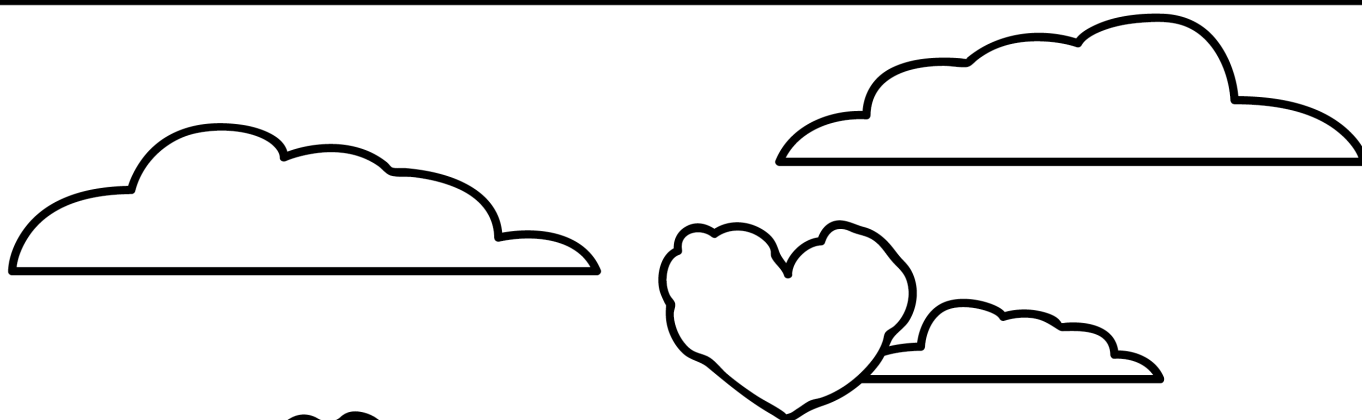
- Group folders
- "How Do You Feel Today?" poster
- "What is Calm?" poster
- "What Does Calm Look Like?" poster
- K-1: 1 "What Does Calm Look Like?" coloring page per student
- 2-5: 1 "What Does Calm Look Like" cut-and-paste activity sheet per student
- 1 "My Calm Looks Like" worksheet per student
- Scissors
- Glue sticks
- Pencils
- Crayons or markers

DIRECTIONS:

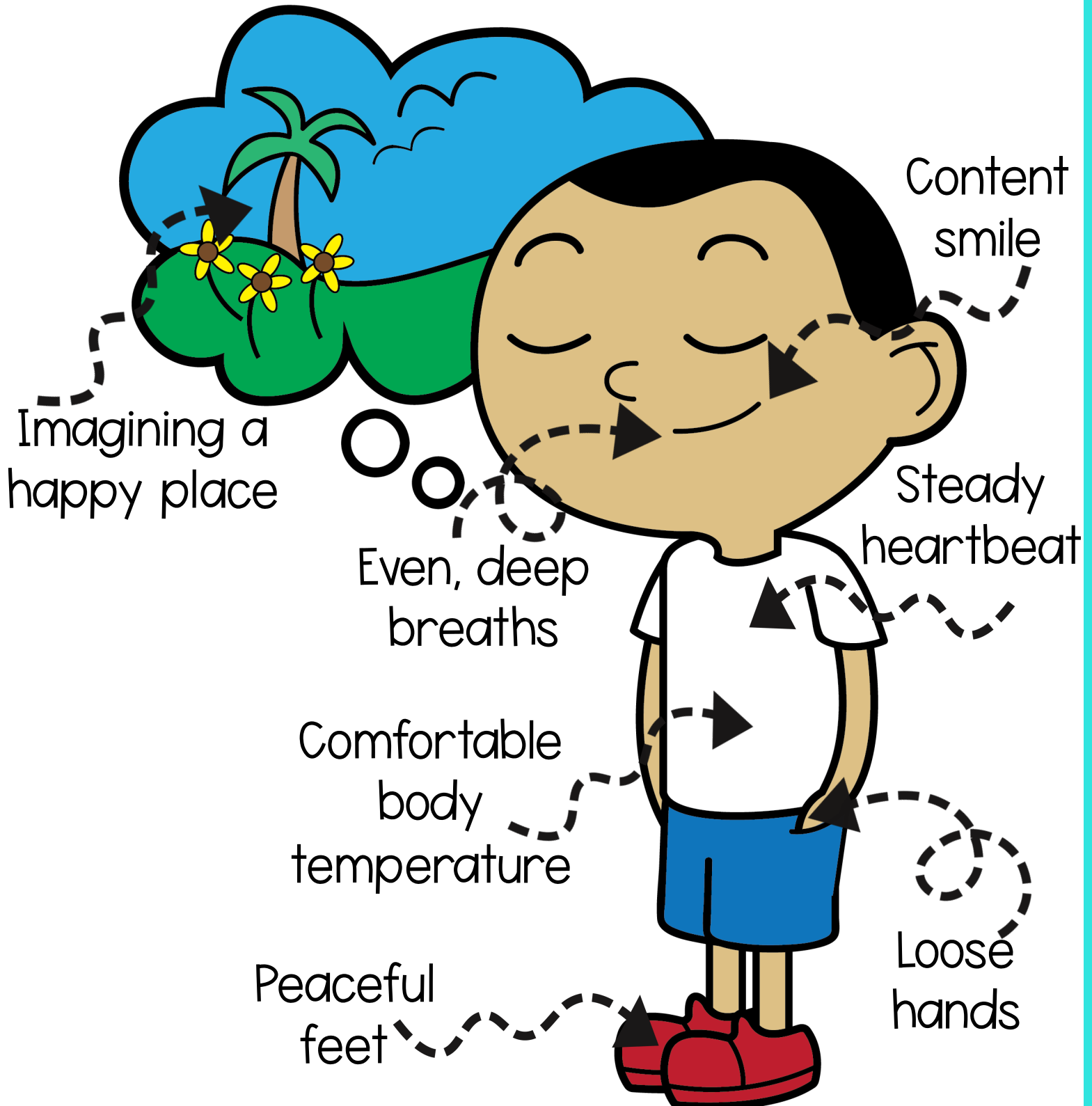
- You may choose to start each session with the **feelings check-in**.
- Briefly **review** the material learned in group last week.
- **Explain** that today we will learn about what "calm" means and what it looks like in our body.
- **Ask students** to share with the group what they think "calm" means. Then, teach them the definition on the **"What is Calm?" poster**.
- **Ask students to share** what they think calm looks like in their bodies/how they express calm. Then, show them the **"What Does Calm Look Like?" poster**. Discuss each sign of calm in our bodies.
- **K-1st Grade:** Students can color the **"What Does Calm Look Like?" coloring page**.
- **2nd – 5th Grade:** Give students the **"What Does Calm Look Like?" cut-and-paste activity**. Students can cut out each of the signs of calm and glue them onto the corresponding spaces on the page.
- **K – 5th Grade:** Give students the **"My Calm Looks Like" worksheet**. Students can write and draw about what calm looks like to them and how they express calm in their faces and bodies.
- **Close** by sharing that next week we will be talking about what calm feels like.

What is **CALM?**

A peaceful and relaxed feeling
when everything is okay.



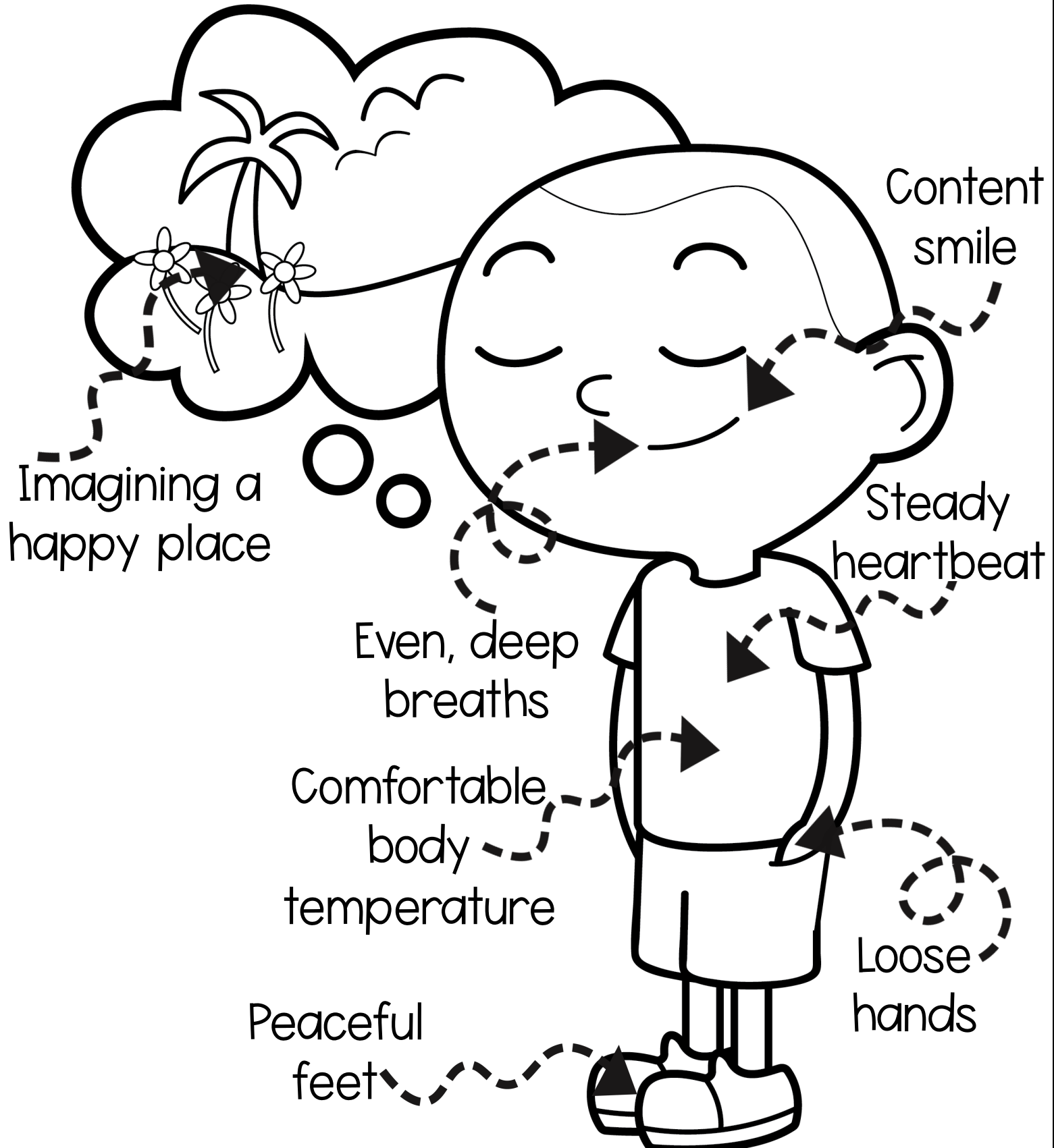
What does CALM LOOK LIKE?



Name: _____

What does CALM LOOK LIKE?

Color the boy and the signs of calm.



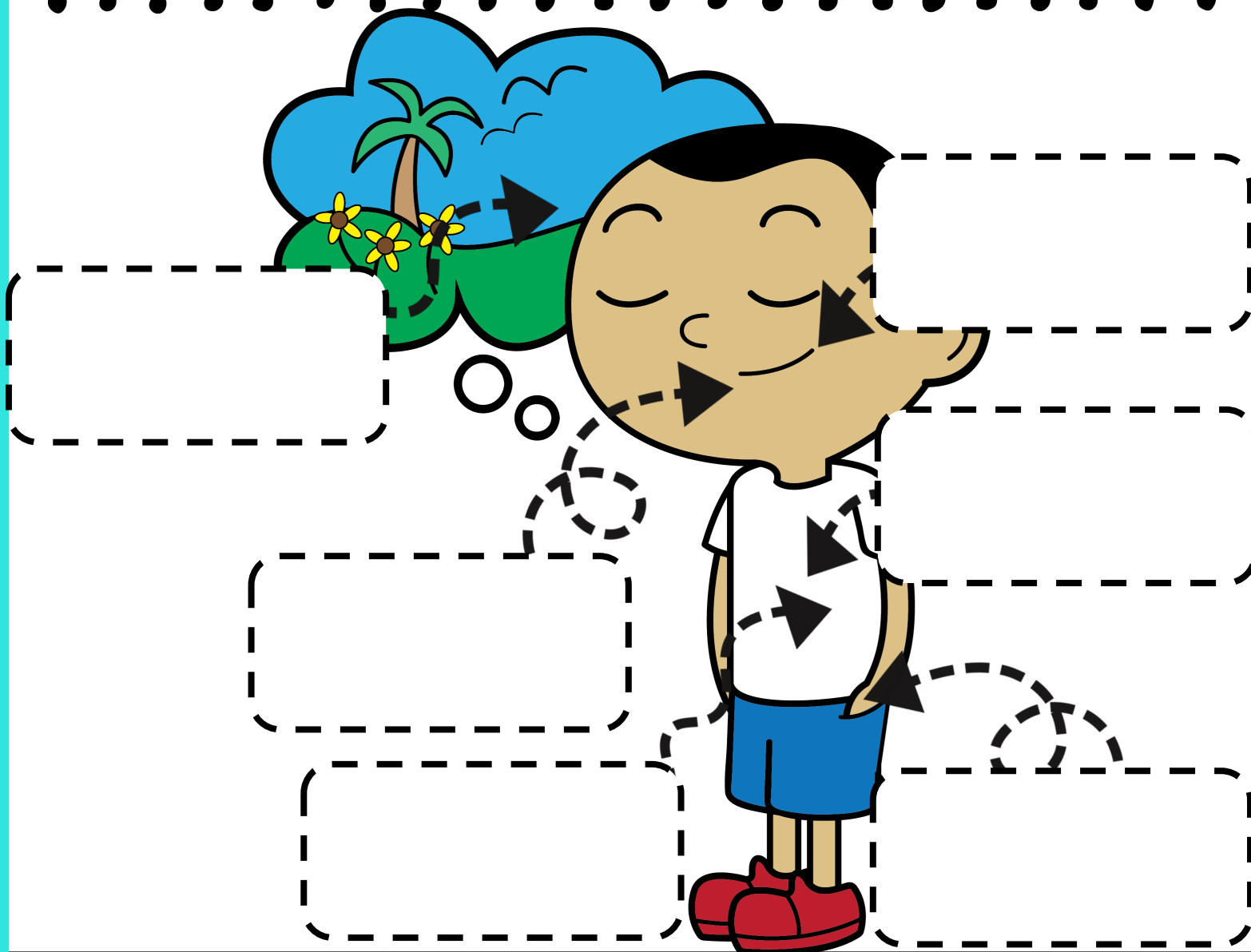
Name: _____

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What does CALM LOOK LIKE?

Cut and paste the signs of calm.

.....



Even,
deep breaths

Comfortable
temperature

Content
smile

Loose
hands

Imagining a
happy place

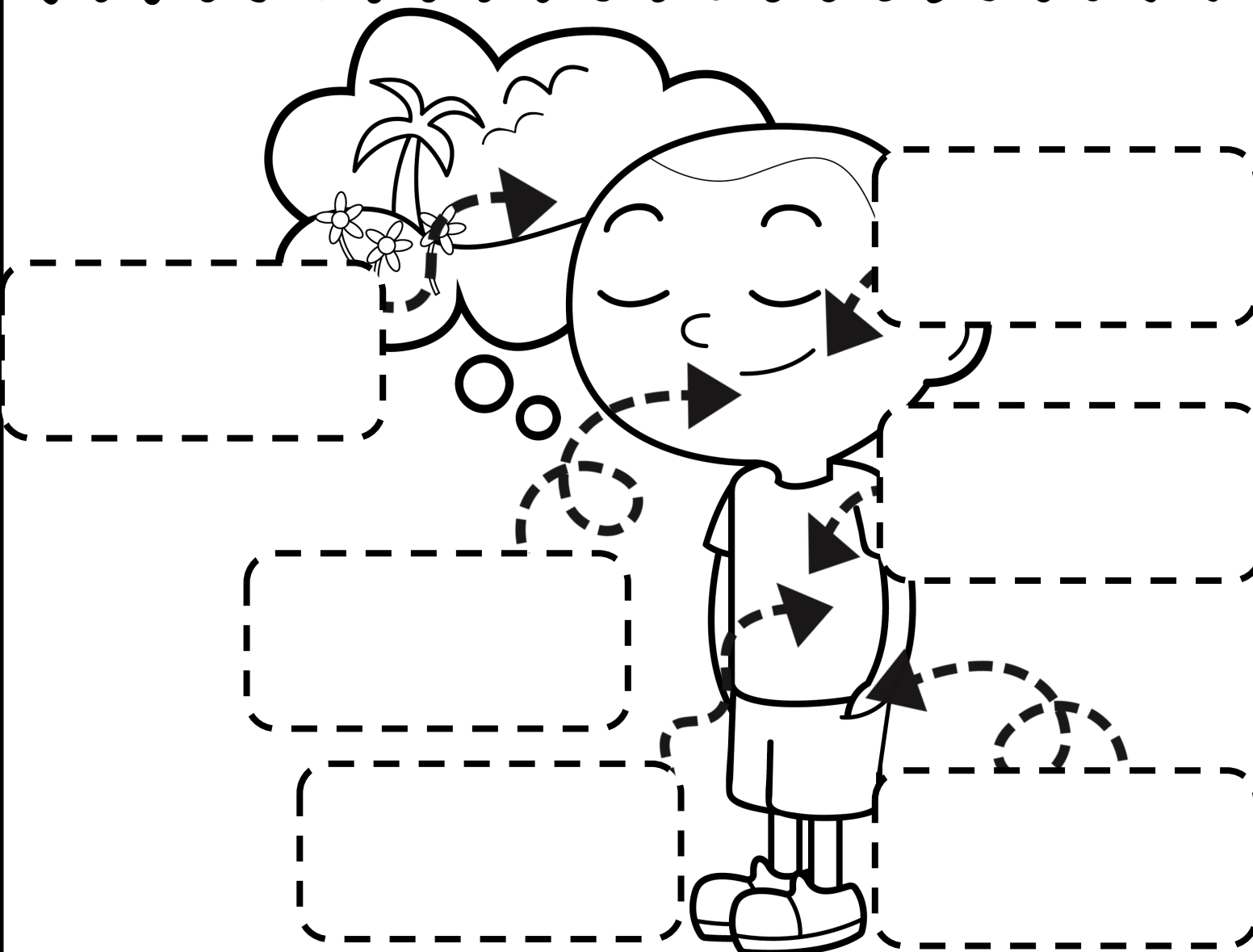
Steady heart
beat

Name: _____

© Music City Counselor

What does CALM LOOK LIKE?

Cut and paste the signs of calm.



Even,
deep breaths

Comfortable
temperature

Content
smile

Loose
hands

Imagining a
happy place

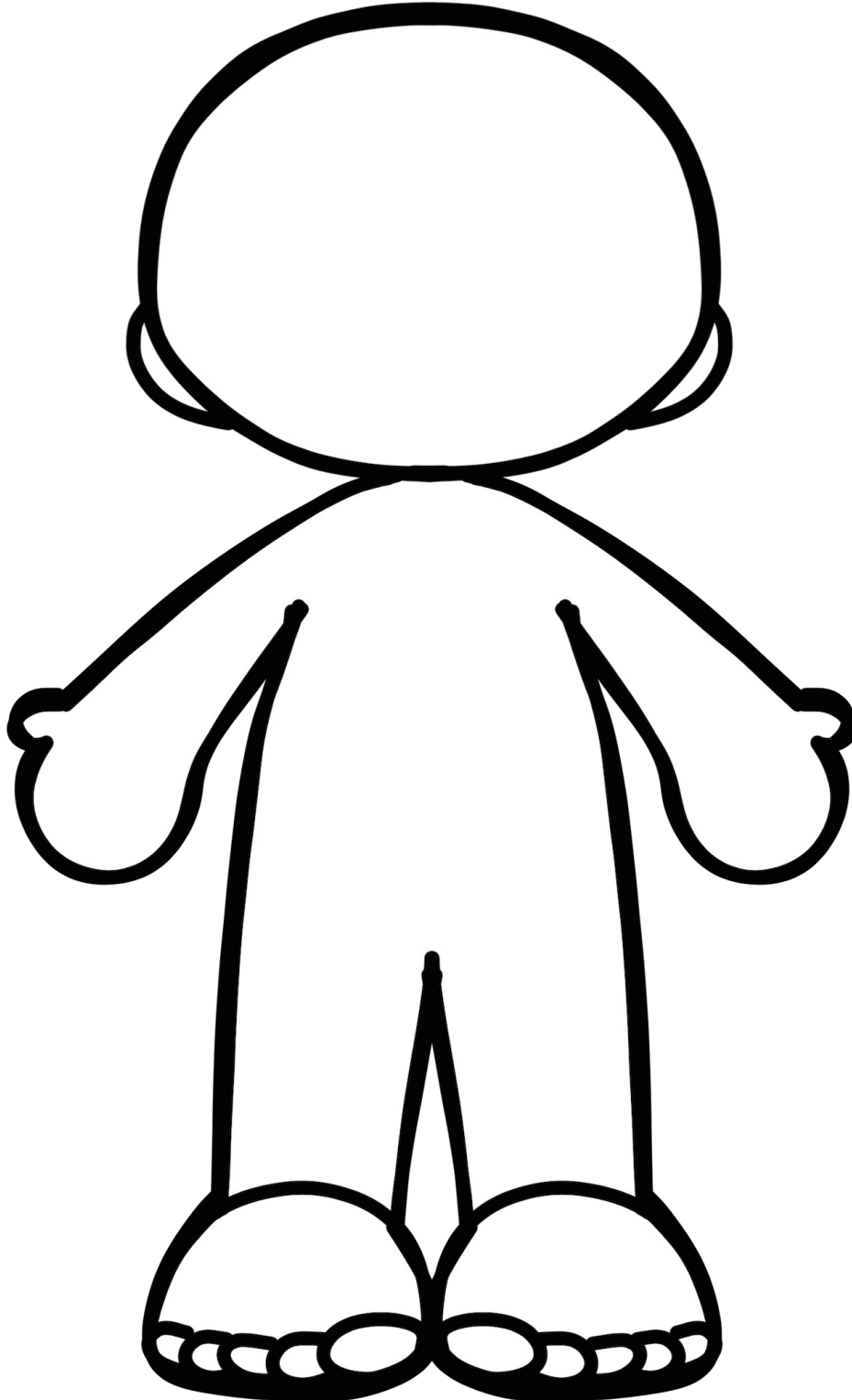
Steady heart
beat

Name: _____

MY CALM Looks Like

What does calm look like in your body?

Draw and write on the body what your calm looks like.

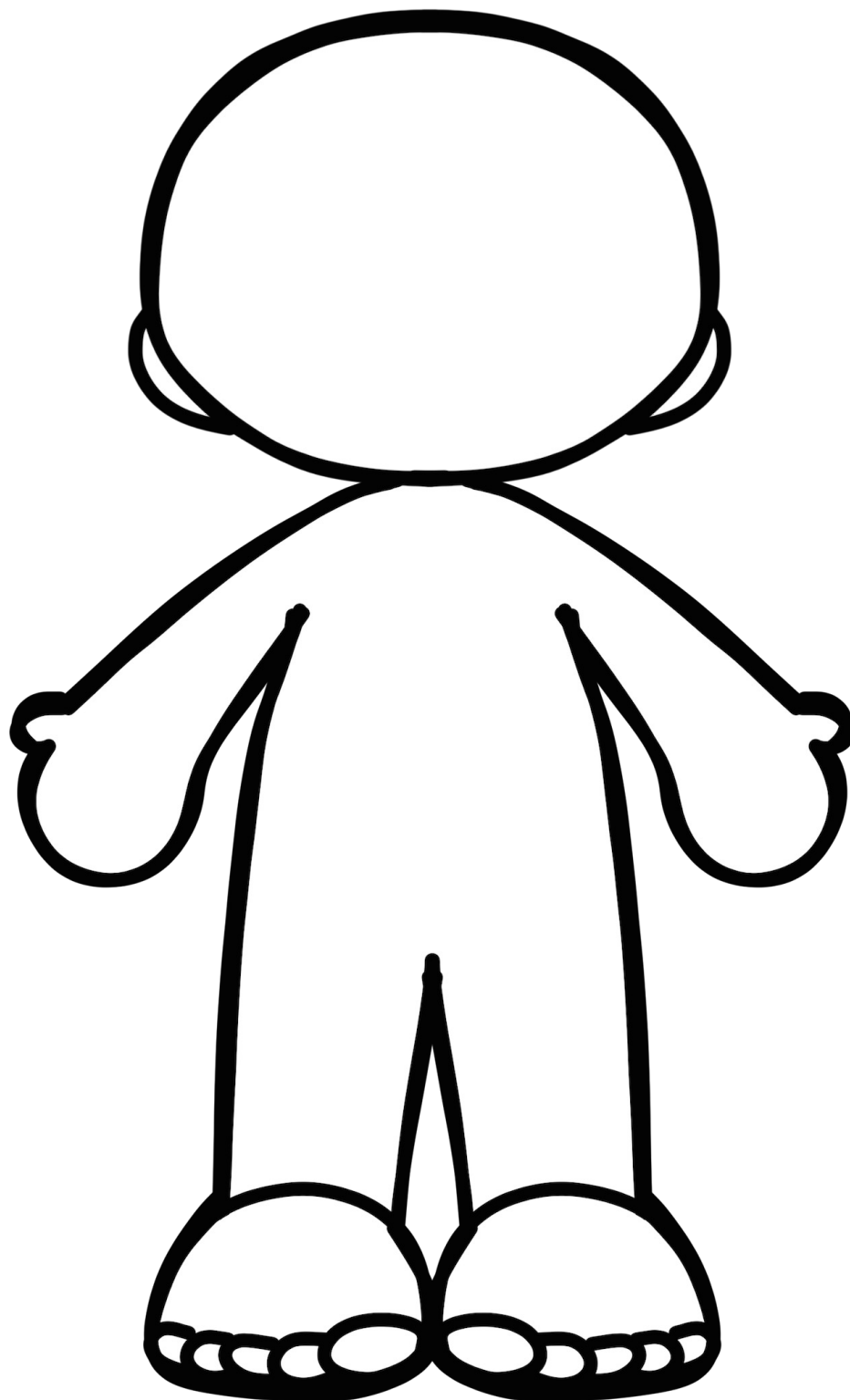


Name: _____

MY CALM Looks Like

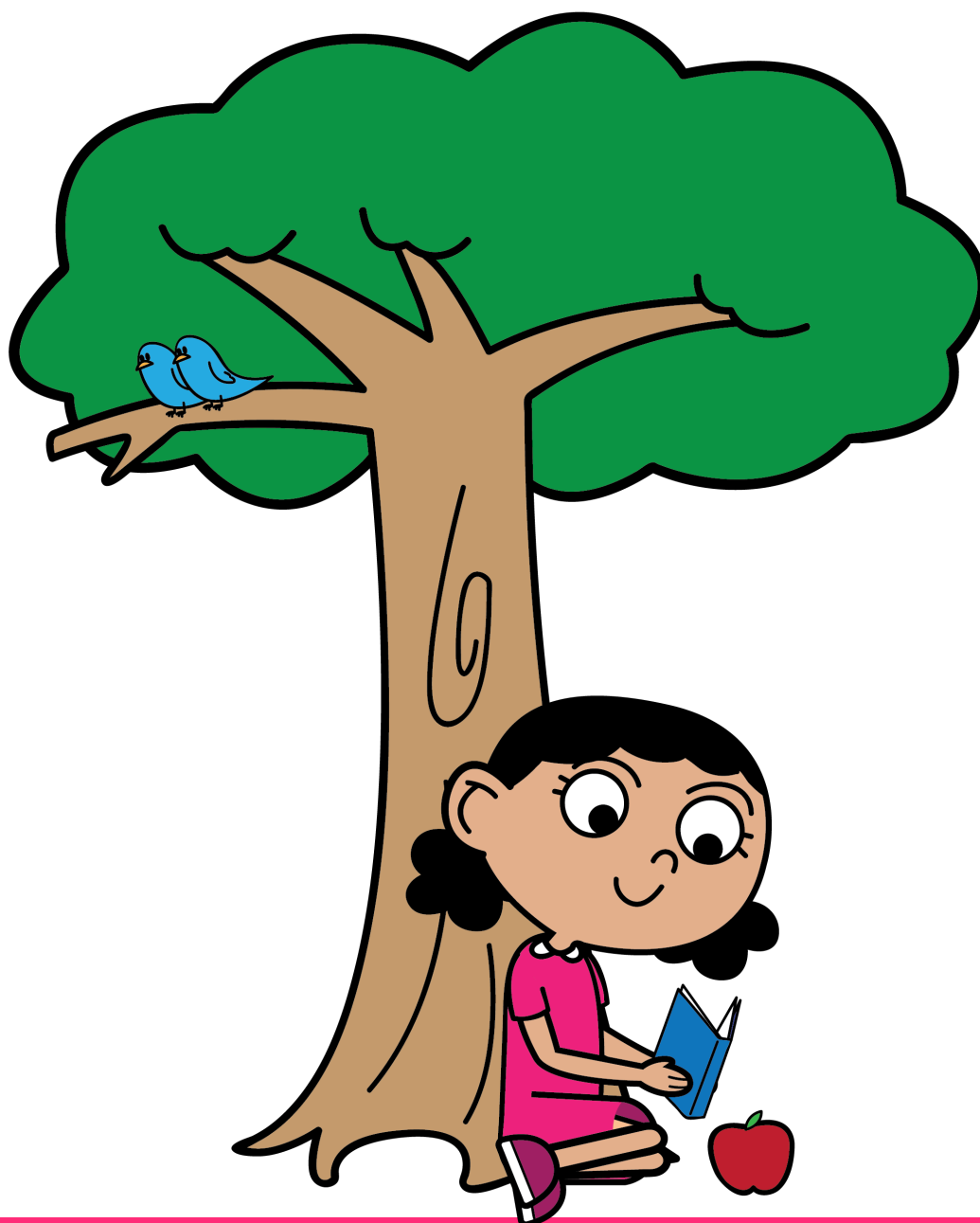
What does calm look like in your body?

Draw and write on the body what your calm looks like.



SESSION 8:

What Does Calm Feel Like?



SESSION 8: What Does Calm Feel Like?

SESSION GOALS:

- Students will learn what calm feels like in their bodies and brains.
- Students will learn about common times when they may feel calm.
- Students will reflect on what calm feels like to them.
- Students will learn that when we listen to our bodies and understand our anxiety triggers, we can control our worries *before* we panic.

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.

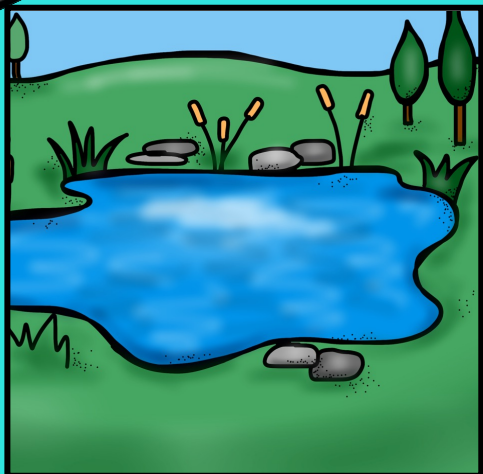
MATERIALS NEEDED:

- Group folders
- "How Do You Feel Today?" poster
- "What Does Calm Feel Like?" poster
- "When Might We Feel Calm?" poster
- 1 "My Calm Feels Like" worksheet per student
- "Controlling Our Anger" poster
- Pencils
- Crayons or markers

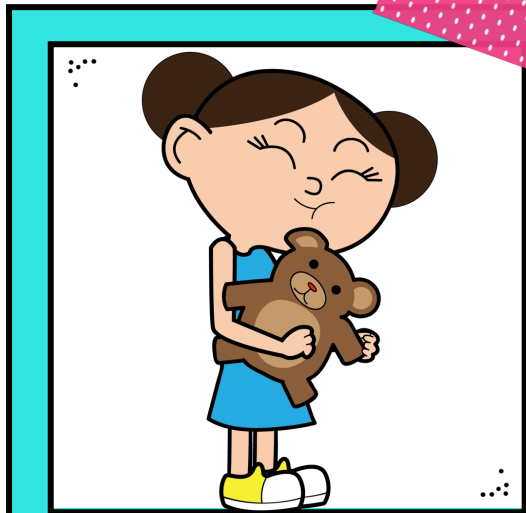
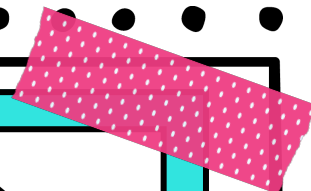
DIRECTIONS:

- You may choose to start each session with the **feelings check-in**.
- Briefly **review** the material learned in group last week.
- **Explain** that today we will learn about what calm feels like in our bodies and brains, and common times when we may feel calm.
- **Ask students** to share what calm feels like in their bodies and brains.
- Share the **"What Does Calm Feel Like?" poster** with students and discuss each one. Has calm felt like this to them before? Why or why not? Which one do they most relate to?
- **Ask students** to share what kinds of situations, people, or things typically make them feel calm.
- Share the **"When Might We Feel Calm?" poster** with students and discuss each one. Have these situations made them feel calm before? Why or why not? Which one tends to make them feel the most calm? The least? Explain.
- Give students the **"My Calm Feels Like" worksheet**. Students can write and draw what calm feels like to them. They can use any of the examples discussed in group or create their own.
- Share the **"Controlling our Anxiety" poster** with students. Explain that when we listen to our bodies and understand our anxiety triggers, we can control our worries *before* we panic.
- **Close** by sharing that next week we will be talking all about coping skills and how to control our anxiety and worry.

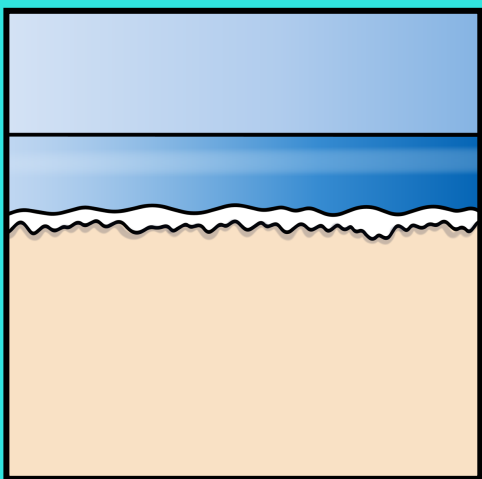
What does CALM FEEL LIKE?



A quiet pond on a sunny day.



A cozy, soft blanket or stuffed animal.

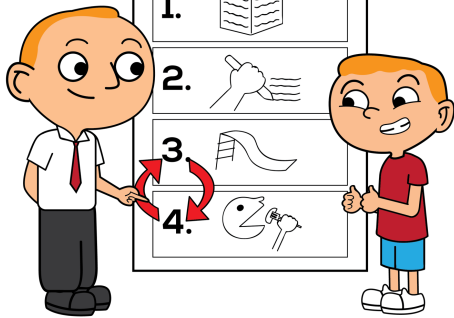


A gentle breeze on the beach.

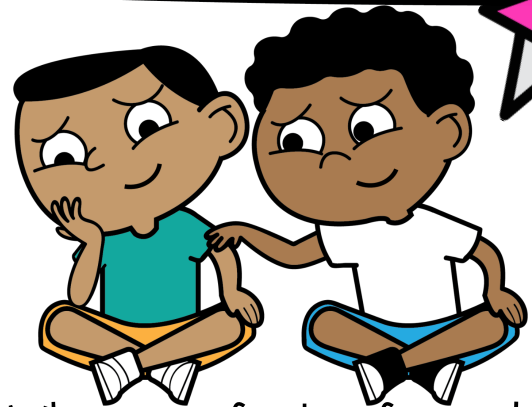


A warm hug from someone you love.

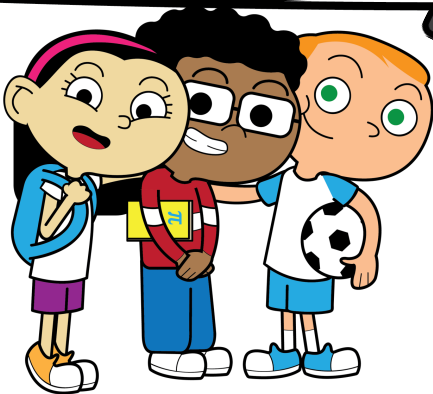
When might we **FEEL CALM?**



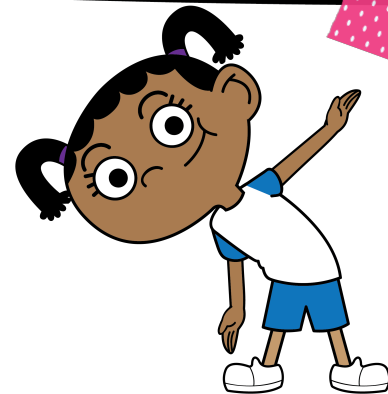
When we have a predictable, structured routine.



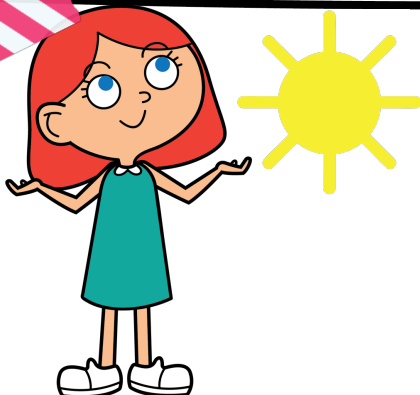
When we feel safe and supported.



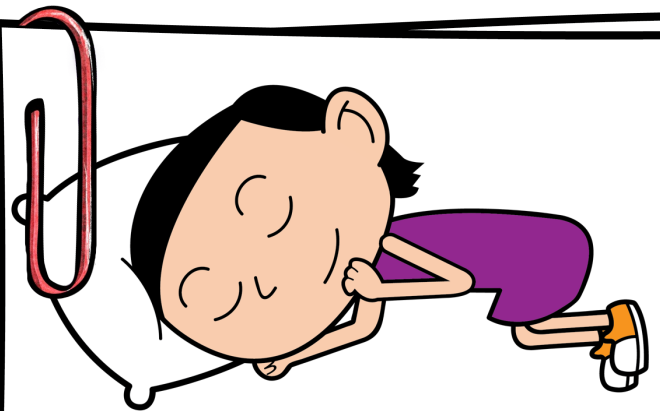
When we spend quality time with family and friends.



When we are active and exercising.



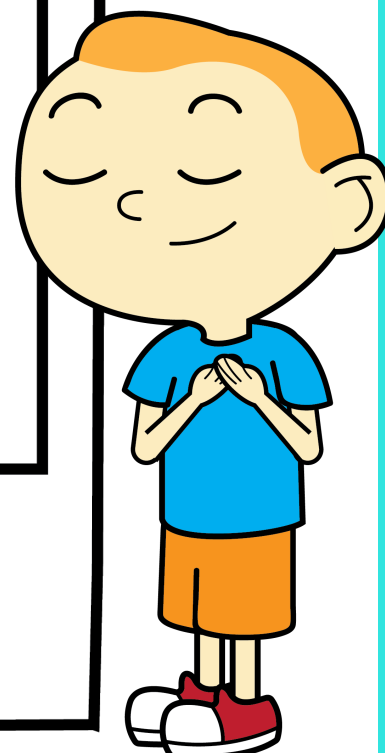
When we are outside in nature.



When we sleep and eat well.
When our needs are met.

What does calm feel like to you?

Draw and write about how calm feels to you.

[illegible]

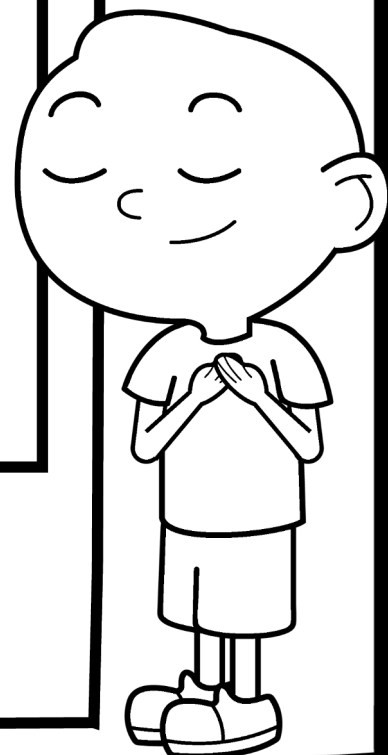
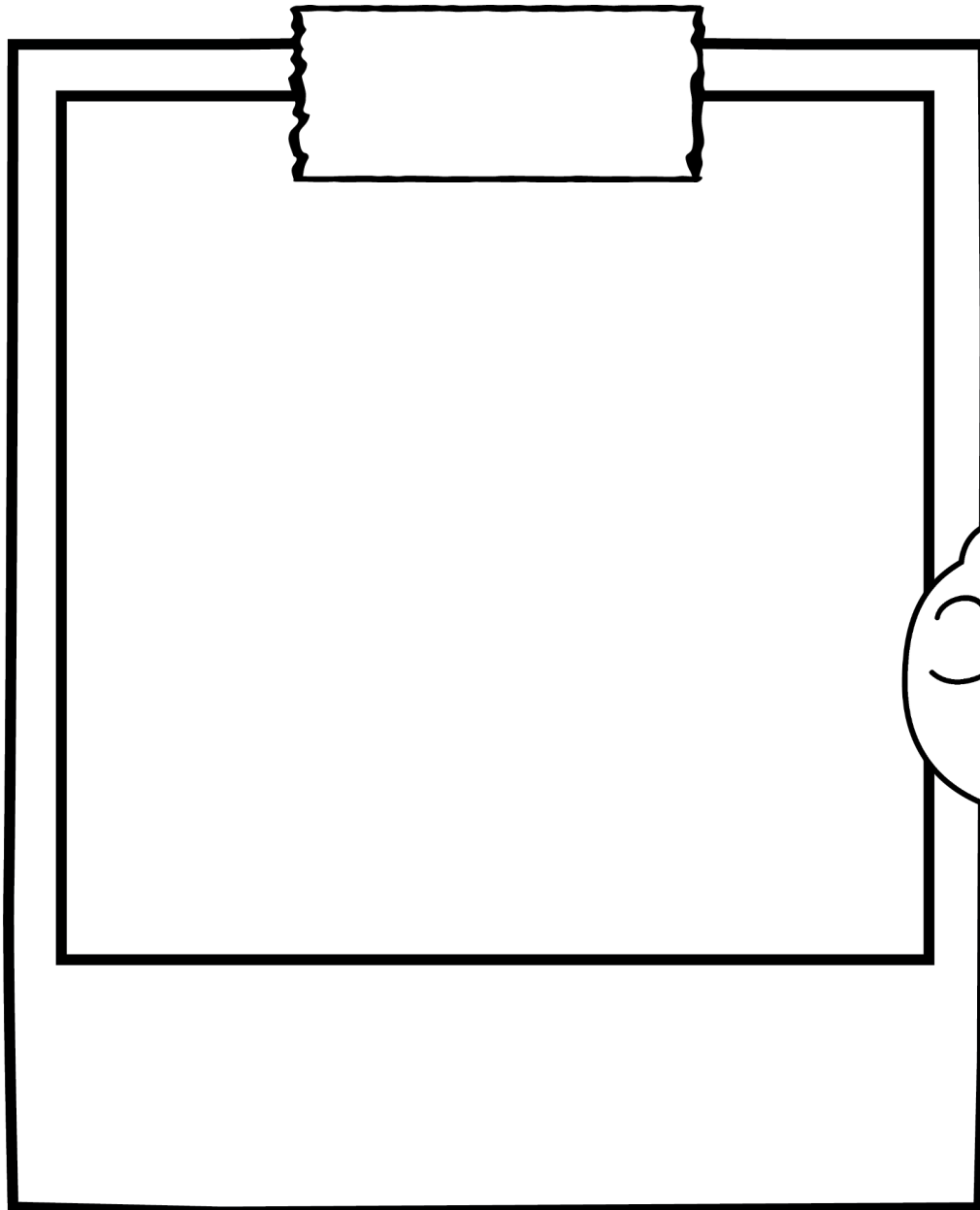
Name: _____

MY CALM Feels Like

What does calm feel like to you?

Draw and write about how calm feels to you.

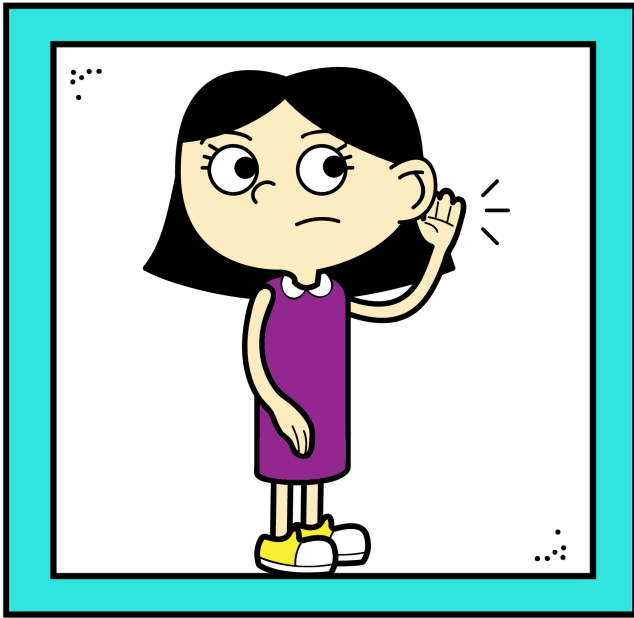




CONTROLLING our ANXIETY

WHEN WE

listen to our bodies



AND

understand our triggers,



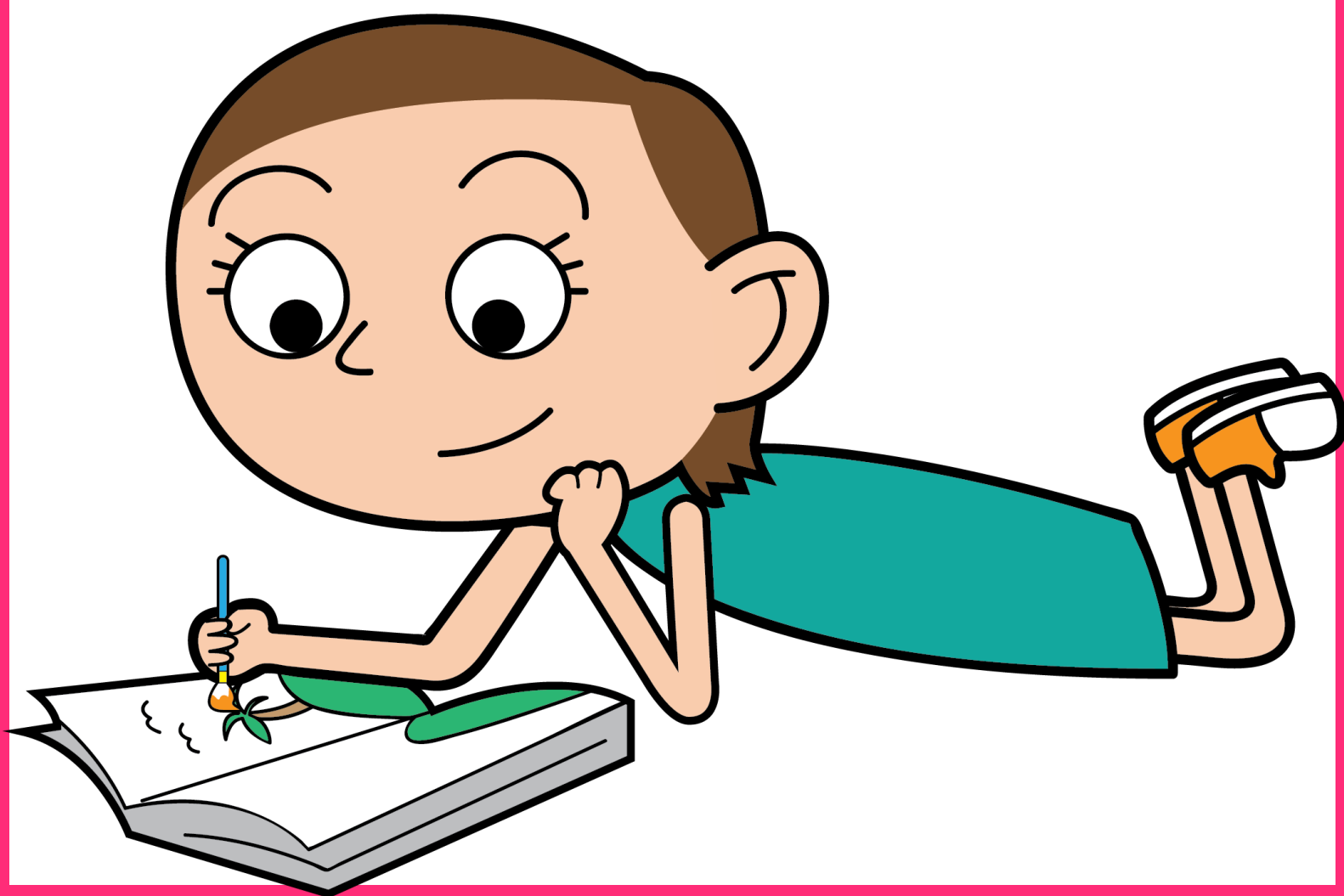
THEN WE CAN . . .

control our anxiety before we panic!



SESSION 9:

Using Coping Skills



SESSION 9: Using Coping Skills

SESSION GOALS:

- Students will learn the definition of "coping skill."
- Students will learn 4 facts about coping skills.
- Students will learn and practice 18 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:

- Group folders
- "How Do You Feel Today?" poster
- "How Can We Take Care of our Garden?" poster
- "What is a Coping Skill?" poster
- "Facts About Coping Skills" poster
- "18 Coping Skills" poster
- 1 "My Coping Skills" cut-and-paste activity page per student
- 1 set per student of the 18 coping skills cards
- 1 "My Coping Skills" coloring page per student
- Scissors
- Glue sticks
- Pencils
- Crayons or markers

DIRECTIONS:

- You may choose to start each session with the **feelings check-in**.
- Briefly **review** the material learned in group last week.
- **Remind students** of the "our mind is like a garden" and anxiety are the "weeds that pop up" metaphor. Then, share the **"How Can We Take Care of our Garden?" poster** with students.
- **Ask students** if they have heard of coping skills. If so, what are coping skills? And how can they help us?
- Share the **"What is a Coping Skill?" poster** with students and discuss the definition. Ask them to share examples of coping skills they may know and/or use.
- Teach students the 4 facts about coping skills using the **"Facts about Coping Skills" poster**. Discuss each one.
- Review the **"18 Coping Skills" poster** with students. Discuss each skill with students and practice/model it, if possible.
- Give each student a **"My Coping Skills" cut-and-paste activity page** and a set of the **18 coping skills cards**. Ask students to cut out each card. Then, ask them to choose the 6 coping skills that help them the most/they want to learn and practice and glue them onto the blank spaces on the "My Coping Skills" page. Once they're done, students can share with the group.
- Give each student a **"My Coping Skills" coloring page**. Ask them to color their favorite coping skills/the ones they want to learn and practice.

— How can we take — CARE OF OUR GARDEN?

Just like a gardener uses tools to take care of their garden, we can learn to “pull out” the anxious weeds to make our mind feel peaceful and calm.

Coping skills are the tools that help us do this.

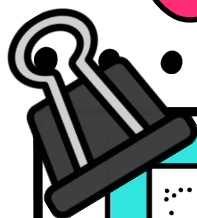


What is a COPING SKILL?

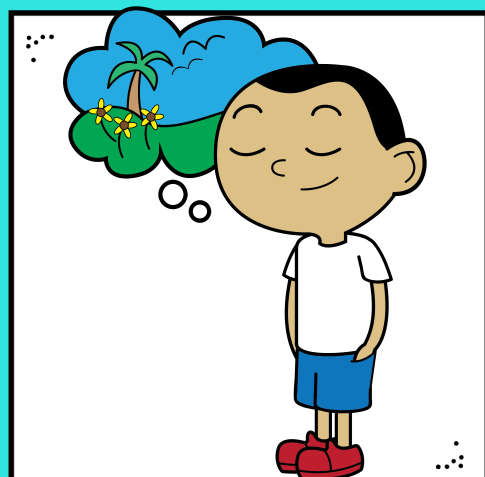
A tool or strategy to calm
your body and mind.



Facts About COPING SKILLS



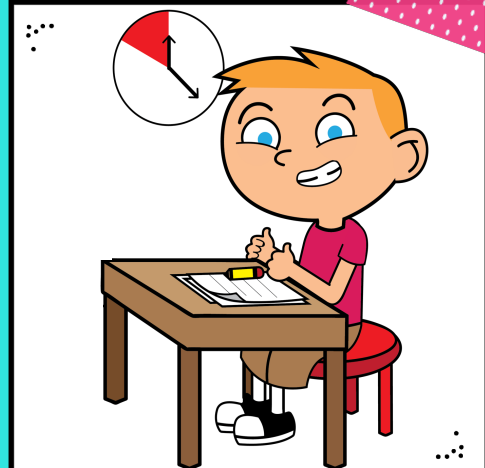
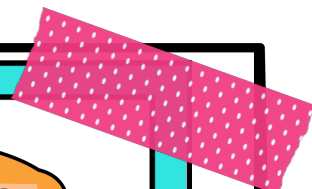
Help us control our feelings.



Help us think clearly and make good choices.



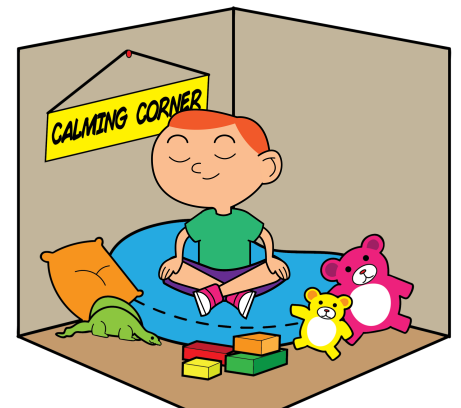
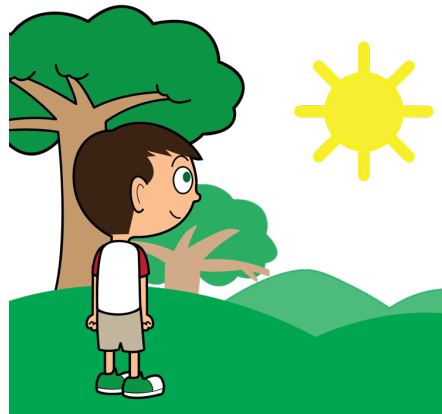
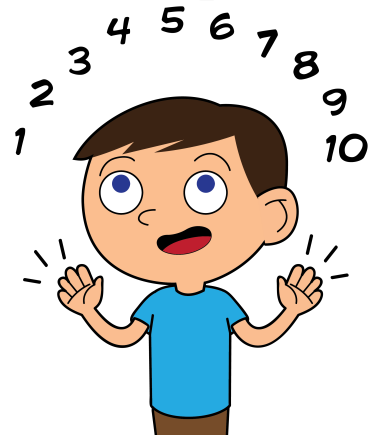
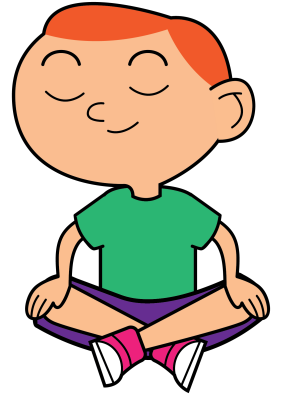
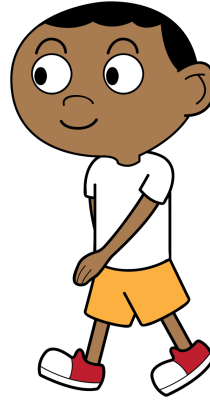
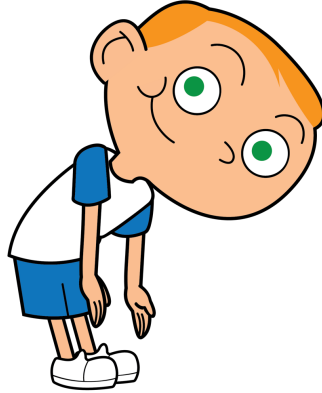
Different people prefer different strategies.



Take practice, time, and effort to learn.

18 COPING SKILLS

.....



Name: _____

My COPING SKILLS

Cut out these coping skills cards. Glue the 6 that you like best to the "My Coping Skills" page.

COPING SKILLS

Take a break




COPING SKILLS

Take deep breaths



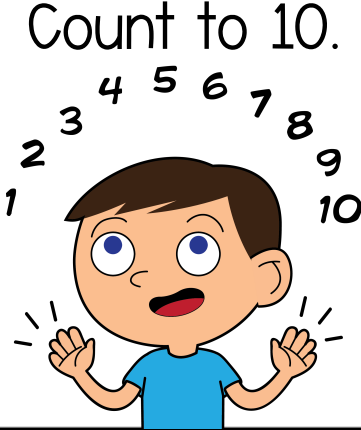
COPING SKILLS

Go to the Calm Corner




COPING SKILLS

Count to 10.



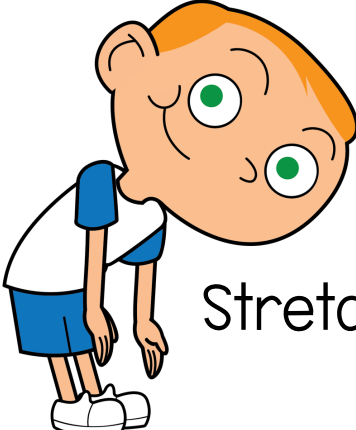
COPING SKILLS

Drink water



COPING SKILLS

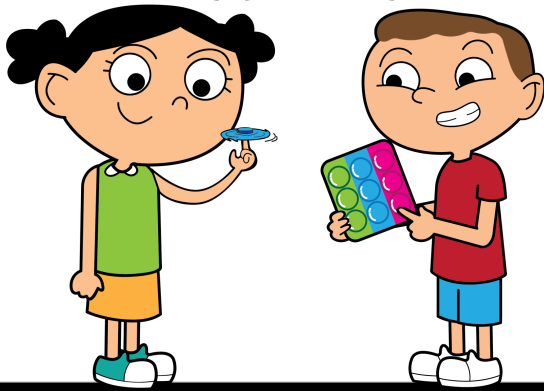
Stretch



Cut out these coping skills cards. Glue the 6 that you like best to the "My Coping Skills" page.

COPING SKILLS

Use tools



COPING SKILLS

Seek support from friends



COPING SKILLS

Imagine a
happy
place



COPING SKILLS

Hug a stuffed
animal



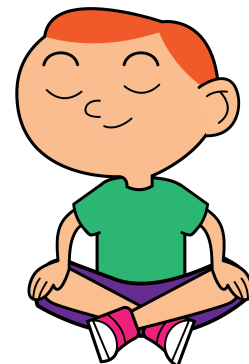
COPING SKILLS

Listen to
music



COPING SKILLS

Practice grounding



Cut out these coping skills cards. Glue the 6 that you like best to the "My Coping Skills" page.

COPING SKILLS



Draw or
paint

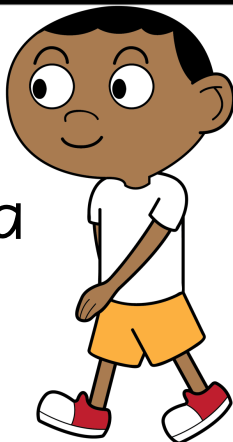
COPING SKILLS

Play with
dough



COPING SKILLS

Take a
walk



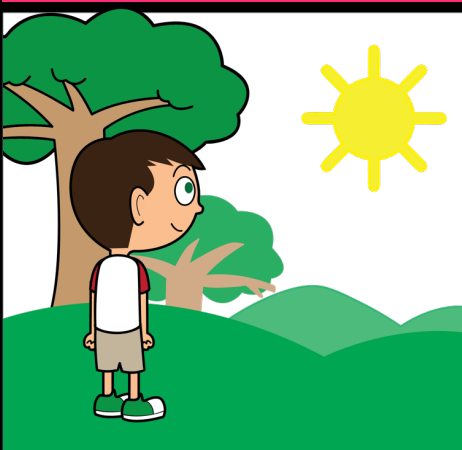
COPING SKILLS

Read a
book



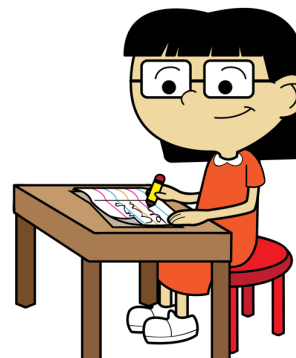
COPING SKILLS

Spend
time
in
nature



COPING SKILLS

Write or journal



Name: _____

© Music City Counselor

My COPING SKILLS

Cut out these coping skills cards. Glue the 6 that you like best to the "My Coping Skills" page.

COPING SKILLS

Take a break



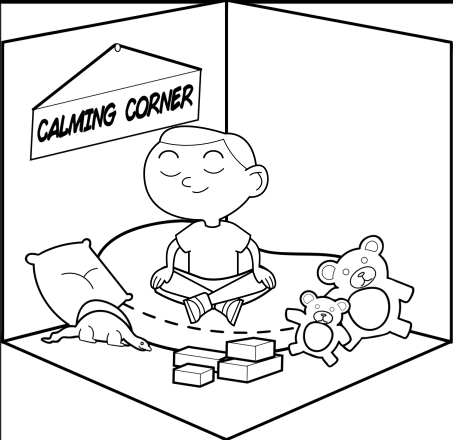
COPING SKILLS

Take deep breaths



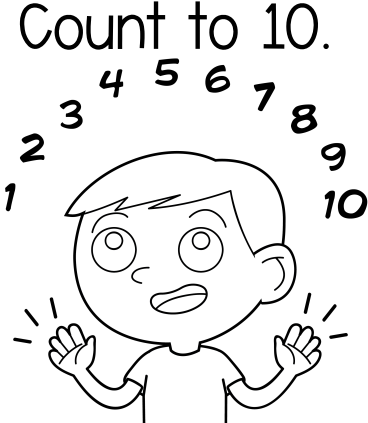
COPING SKILLS

Go to the Calm Corner



COPING SKILLS

Count to 10.



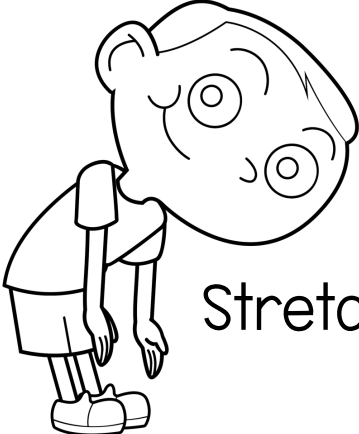
COPING SKILLS

Drink water



COPING SKILLS

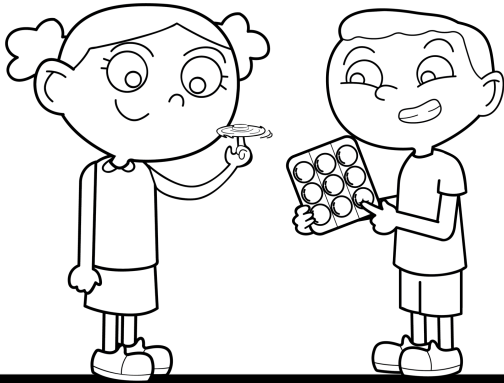
Stretch



Cut out these coping skills cards. Glue the 6 that you like best to the "My Coping Skills" page.

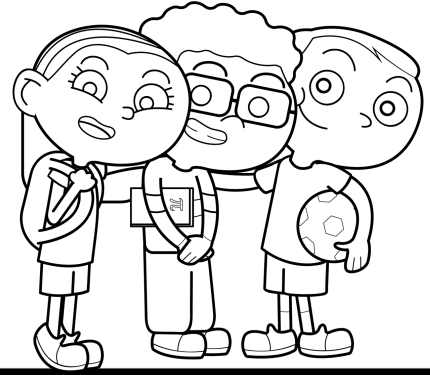
COPING SKILLS

Use tools



COPING SKILLS

Seek support from friends



COPING SKILLS

Imagine a
happy
place



COPING SKILLS

Hug a stuffed
animal



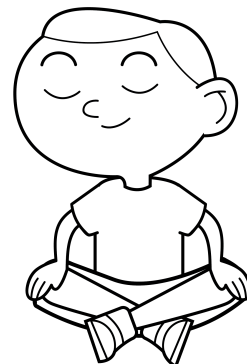
COPING SKILLS

Listen to
music



COPING SKILLS

Practice grounding



Cut out these coping skills cards. Glue the 6 that you like best to the "My Coping Skills" page.

COPING SKILLS



Draw or
paint

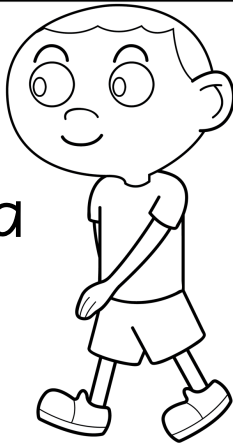
COPING SKILLS

Play with
dough



COPING SKILLS

Take a
walk



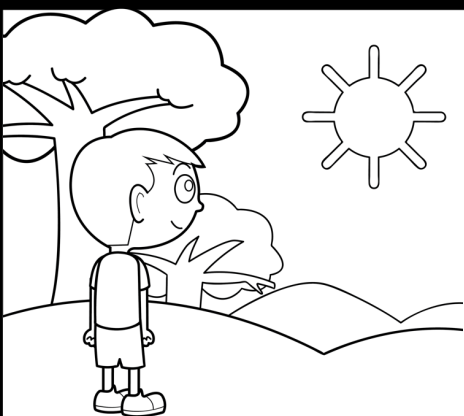
COPING SKILLS

Read a
book



COPING SKILLS

Spend
time
in
nature



COPING SKILLS

Write or journal

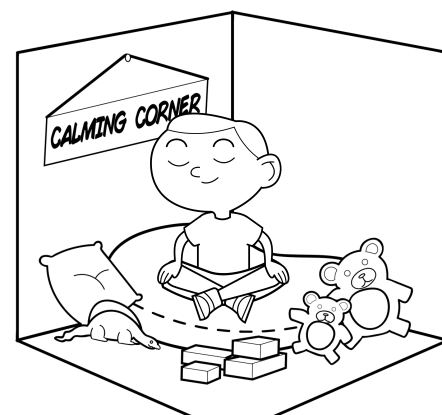
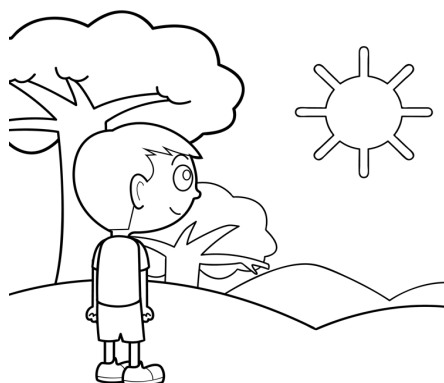
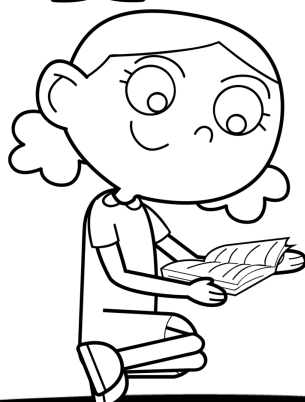
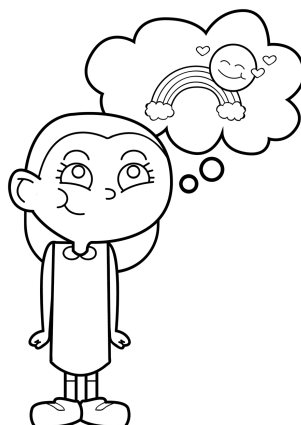
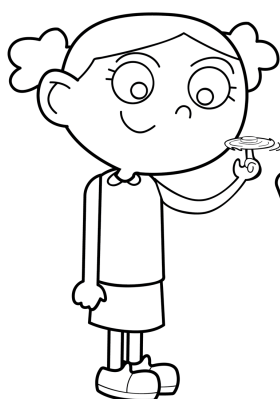
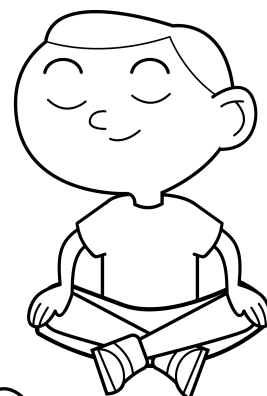
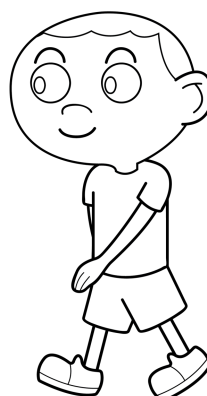
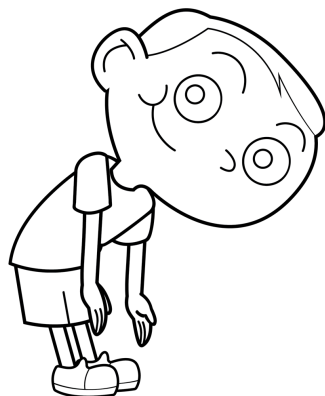
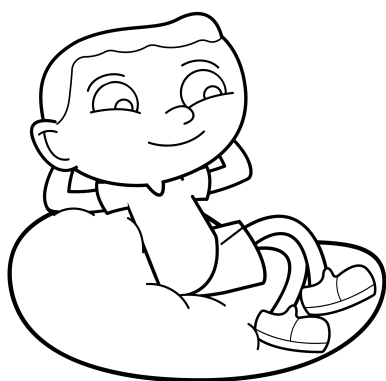


Name: _____

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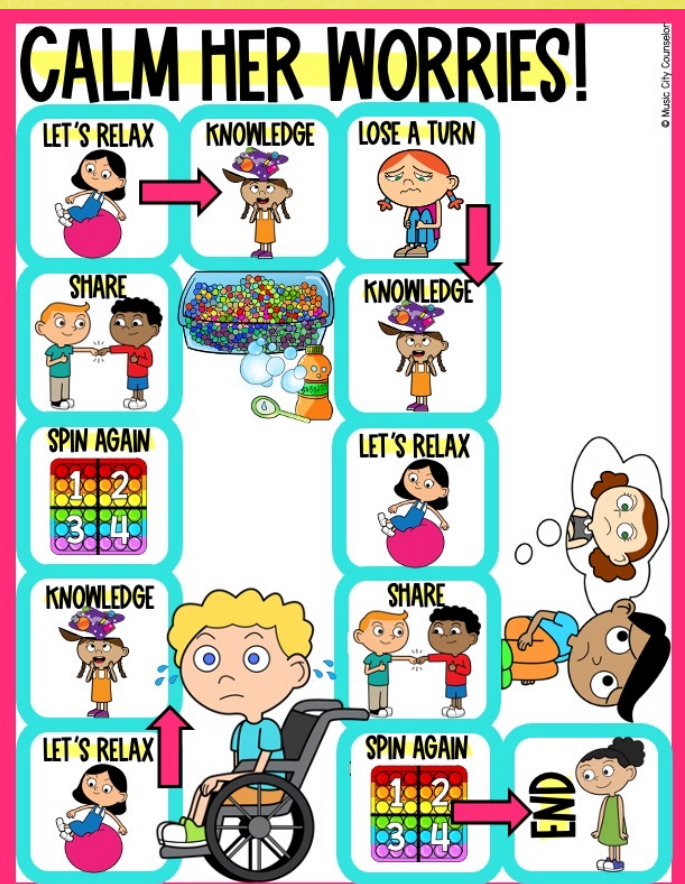
My COPING SKILLS

Color your favorite coping strategies.



SESSION 10:

Group Review Folder Game



SESSION 10: Group Review Folder Game

SESSION GOALS:

Students will review:

- What is anxiety?
- What are anxiety triggers?
- What does anxiety look and feel like in the body?
- What are the 5 levels of anxiety, and what do they look and feel like?
- What is calm?
- What are coping skills?
- What does calm look and feel like in the 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-SMS 7:** Effective coping skills.
- **B-SS 9:** Social maturity and behaviors appropriate to the situation and environment

MATERIALS NEEDED:

- Group folders
- "How Do You Feel Today?" poster
- Printed "How to Play" page
- Printed game pages
- Printed cut out game cards
- Printed cut out game pieces
- Printed cut out spinner
- Plastic spinner attachment that can be purchased here: <https://amzn.to/3hPx7YN> or you can use a brad or paper clip
- 4 small binder clips
- Manila folder
- Scissors
- Glue stick
- Color printer and paper (cardstock recommended)
- Ziploc bag to store your materials

DIRECTIONS:

- You may choose to start each session with the **feelings check-in**.
- Briefly **review** the material learned in group last week.
- Explain that this **folder game** will let students review the material learned in group – while having fun!
- Please see the following pages for **assembly and play directions**.

To Set Up the Game:

Materials Needed:

- Plastic spinner attachment that can be purchased here: <https://amzn.to/3hPx7YN> or you can use a brad or paper clip
- 4 small binder clips
- Manila folder
- Scissors
- Glue stick
- Color printer and paper (cardstock recommended)
- Ziploc bag to store your materials

Steps to Assemble the Game:

- Please see the sample images of the assembled game.
- Please glue the "How to Play" page on the front cover of the Manila folder.
- Then, open the Manila folder and glue the 2 board game pages next to each other in the inside.
- Next, please cut out the spinner (that is shaped like a Pop-It). Please attach the plastic spinner, brad, or paper clip to the center of the spinner so it can spin.
- Next, cut out the 4 game pieces and place them in a binder clip so they are standing up straight.
- If you have double-sided printing available, print the RELAX CARDS, KNOWLEDGE CARDS, and SHARE CARDS front-back with the cover on the front and the question on the back. Please cut out each card. If you do not have double-sided printing available, please either print the front and back of the cards separately and glue them together OR just print the question side.
- Arrange the RELAX, KNOWLEDGE, and SHARE cards with the questions facing down in 3 separate piles in front of you.

Explaining the Game to Students

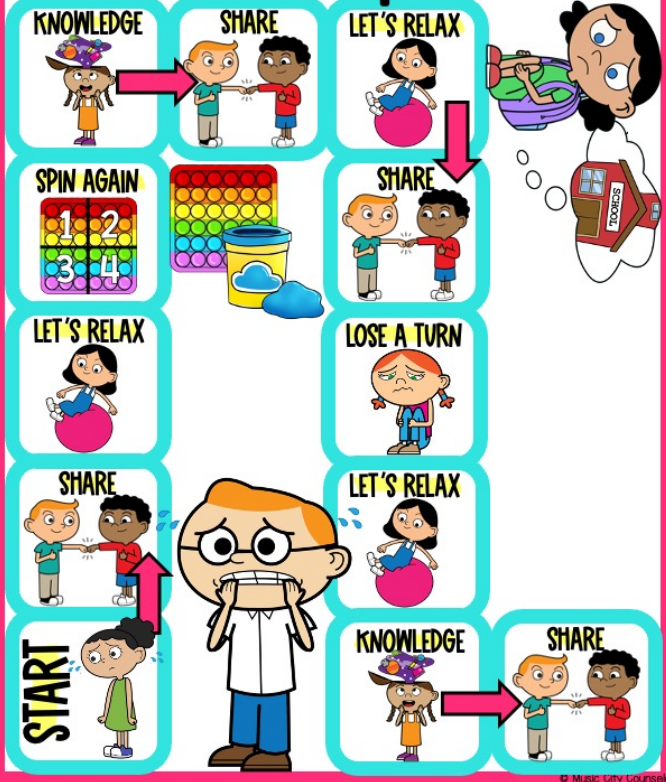
- This game was designed for 2-4 players.
- It focuses on understanding and coping with anxiety.
- Emerging readers can play the game with support, with the educator reading the questions aloud.
- Fluent readers can play the game on their own once they learn how to play.
- Start by reading the "How to Play" page aloud to students. It explains that a girl named Harriet is feeling very anxious and needs their help to cope with her feelings. Their mission is to show her their knowledge about anxiety, share their experiences with anxiety, and practice coping skills to help her calm down. The first player to get to the END space (and help Harriet) wins!
- Explain what the SHARE, RELAX, KNOWLEDGE, SPIN AGAIN, and LOSE A TURN spaces mean.
- Each child can choose the game piece they would like to use.

To Play the Game:

- Each player begins the game by placing their game piece on the START space. On the START space, they can see Harriet feeling very anxious.
- The youngest player goes first, then play moves clockwise.
- Players take turns spinning the spinner and moving the amount of spaces on the board that the spinner tells them to move.
- If they land on a RELAX space, they pull a RELAX CARD. RELAX CARDS ask students to practice coping skills.
- If they land on a SHARE space, they pull a SHARE CARD. SHARE CARDS ask students to share about their own experiences with anxiety and coping skills with the group. Students read the question aloud to the group and answer it.
- If they land on a KNOWLEDGE space, they pull a KNOWLEDGE CARD. KNOWLEDGE CARDS ask students to share what they know/have learned in group about anxiety and coping skills. Students read the question aloud to the group and answer it.
- If they land on a LOSE A TURN space, they lose a turn.
- If they land on a SPIN AGAIN space, they spin again.
- The first player to arrive at the "END" space will help Harriet calm down and win the game!

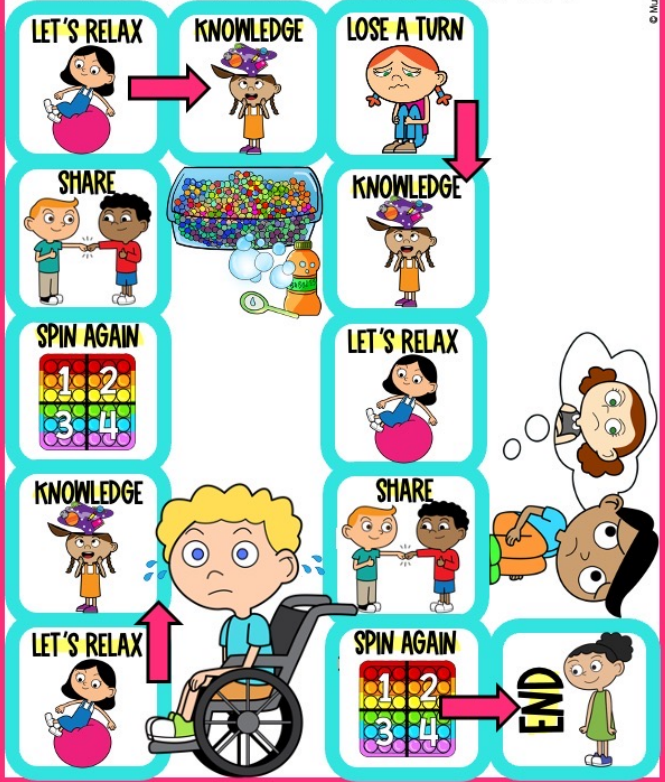
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Let's Help Harriet

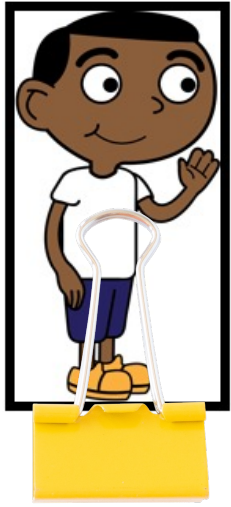
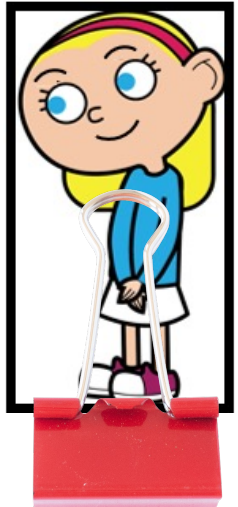


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CALM HER WORRIES!

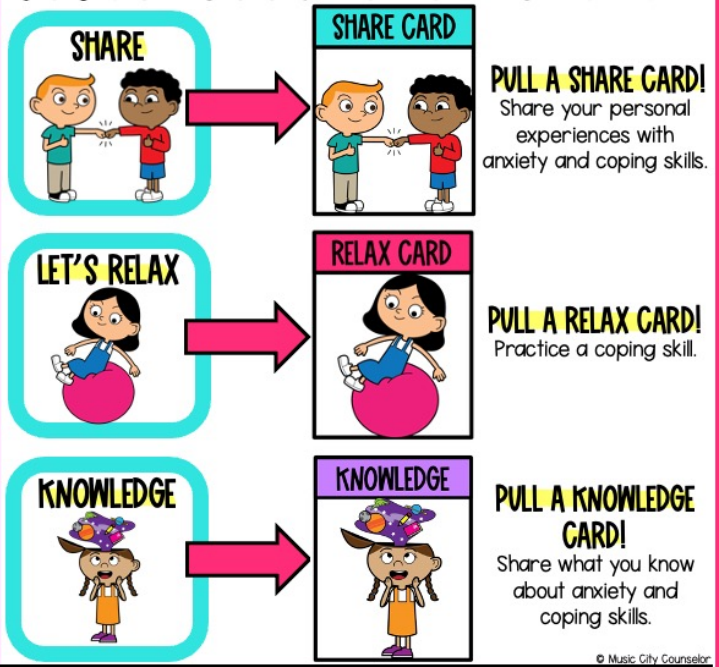


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HOW TO PLAY:

Harriet is feeling very anxious! Your mission is to help her calm her worries. To help Harriet feel calm, show her your knowledge about anxiety, share your experiences with anxiety, and practice coping skills. The first player to get to the END space wins!



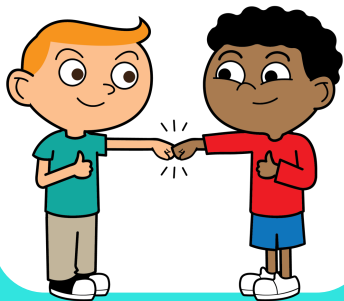
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HOW TO PLAY:

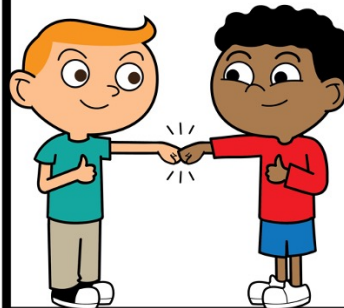
Harriet is feeling very anxious! Your mission is to help her calm her worries. To help Harriet feel calm, show her your knowledge about anxiety, share your experiences with anxiety, and practice coping skills. The first player to get to the END space wins!



SHARE

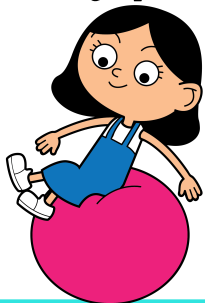


SHARE CARD

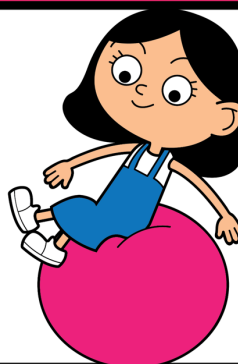


PULL A SHARE CARD!
Share your personal experiences with anxiety and coping skills.

LET'S RELAX

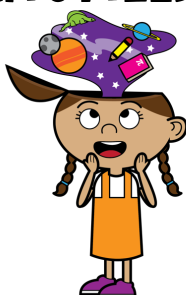


RELAX CARD



PULL A RELAX CARD!
Practice a coping skill.

KNOWLEDGE



KNOWLEDGE



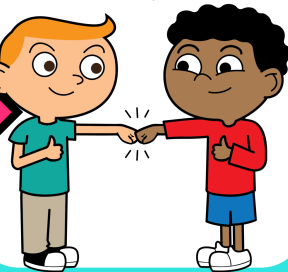
PULL A KNOWLEDGE CARD!
Share what you know about anxiety and coping skills.

Let's Help Harriet

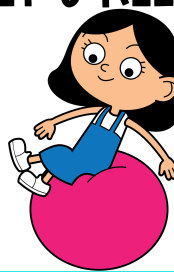
KNOWLEDGE



SHARE



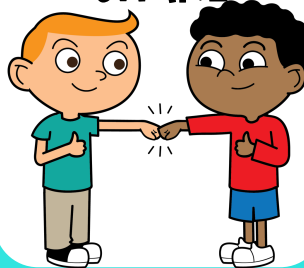
LET'S RELAX



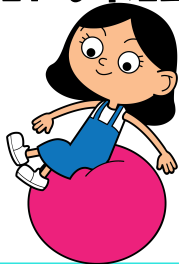
SPIN AGAIN



SHARE



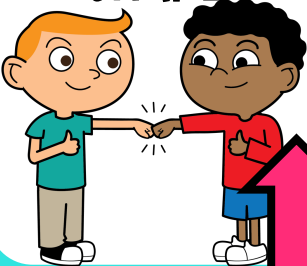
LET'S RELAX



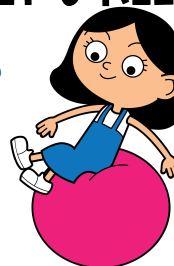
LOSE A TURN



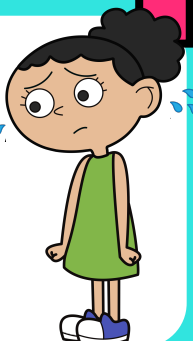
SHARE



LET'S RELAX



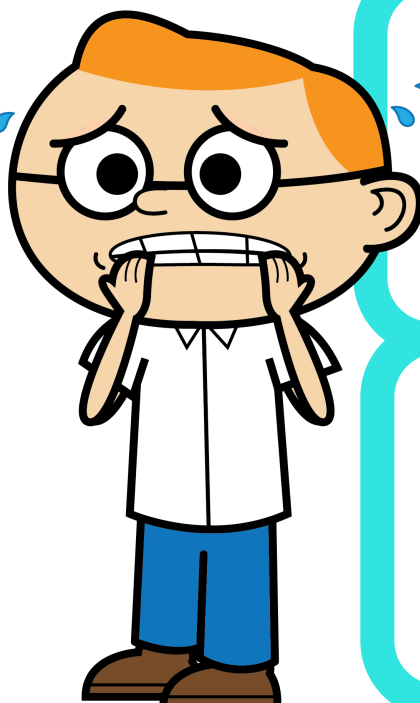
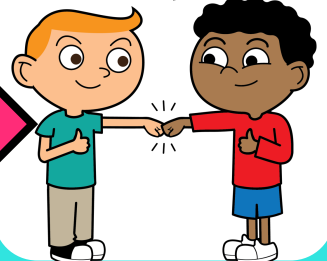
START



KNOWLEDGE

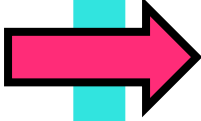
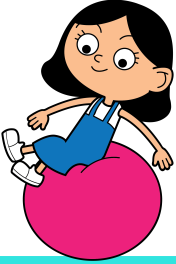


SHARE



CALM HER WORRIES!

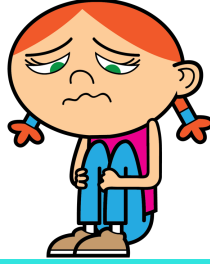
LET'S RELAX



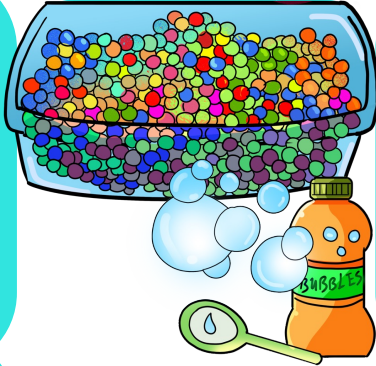
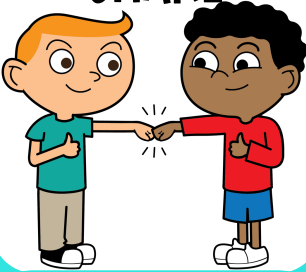
KNOWLEDGE



LOSE A TURN



SHARE



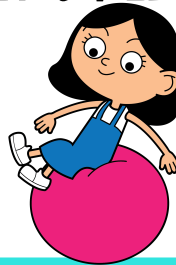
KNOWLEDGE



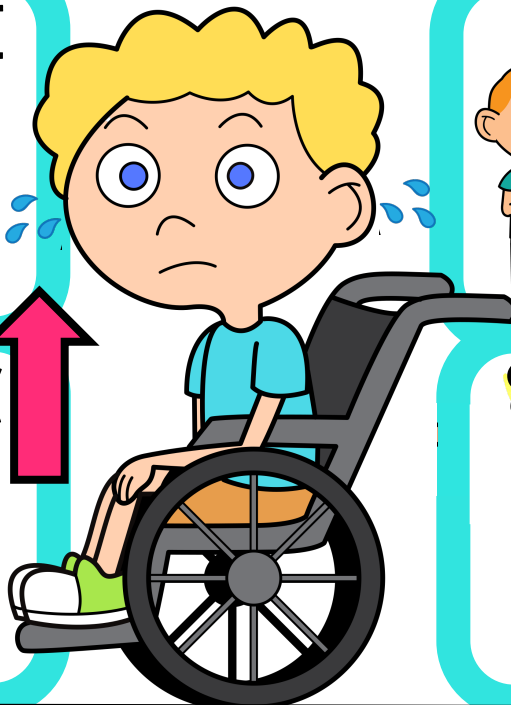
SPIN AGAIN



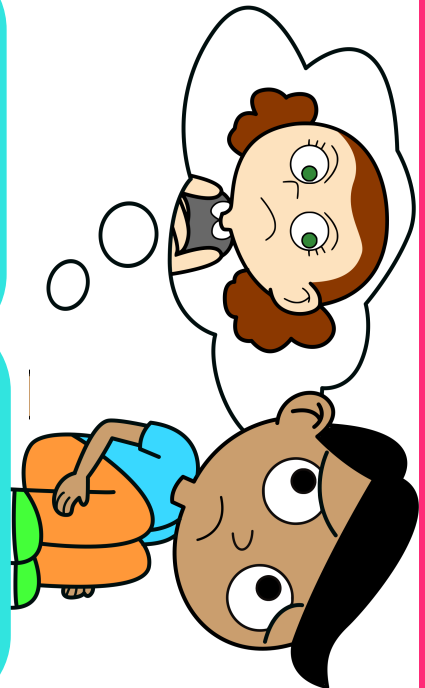
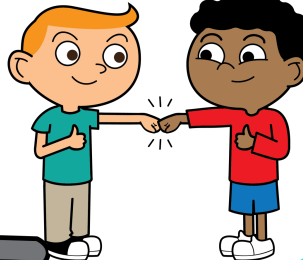
LET'S RELAX



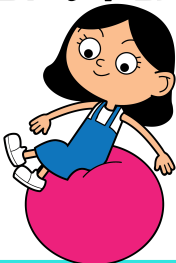
KNOWLEDGE



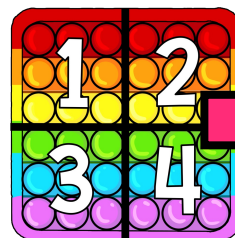
SHARE



LET'S RELAX



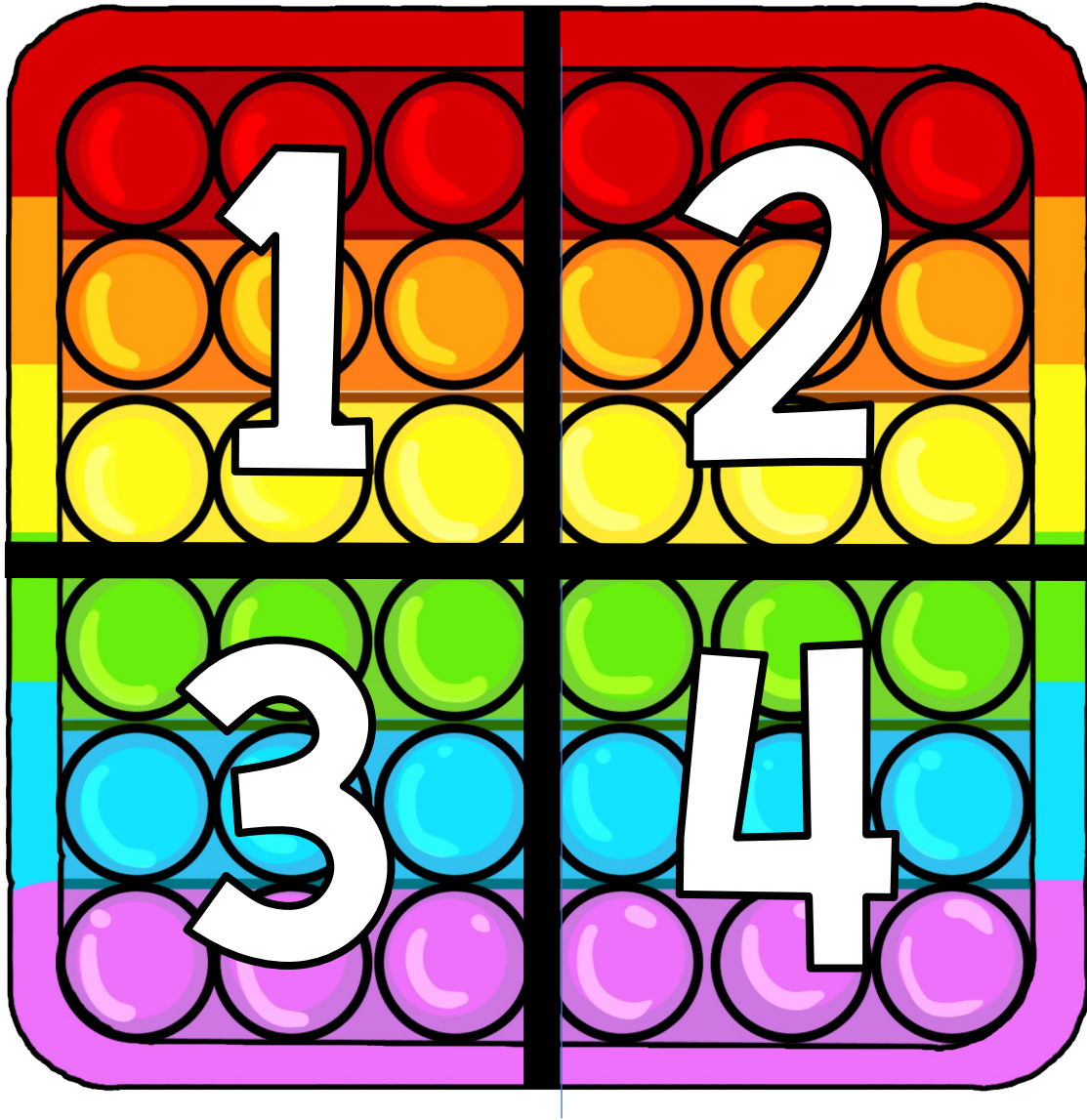
SPIN AGAIN



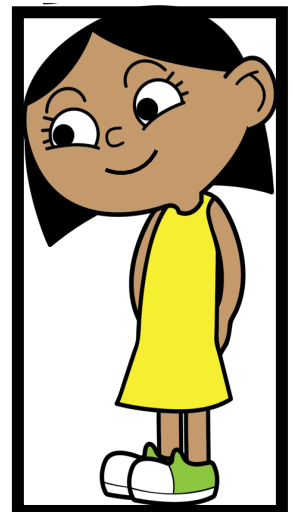
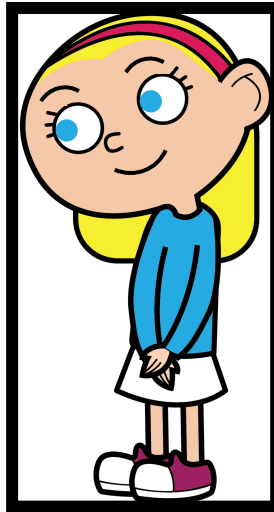
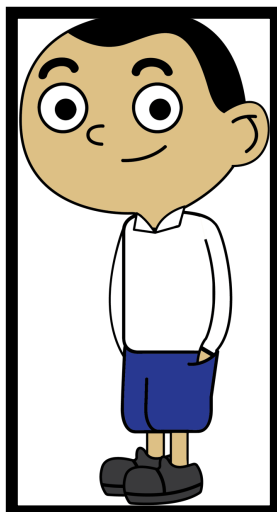
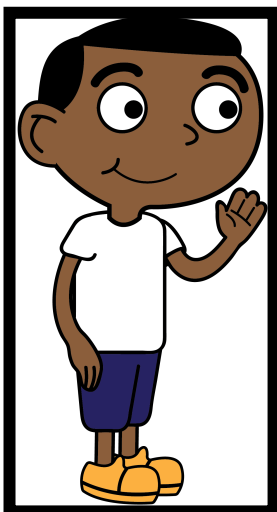
END



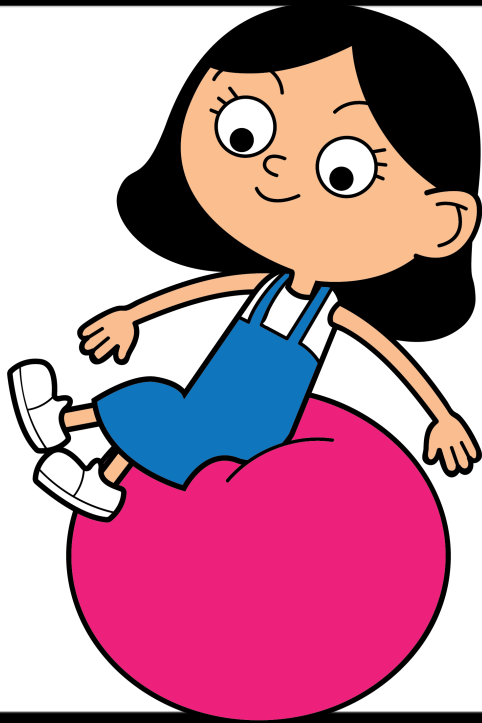
Spinner



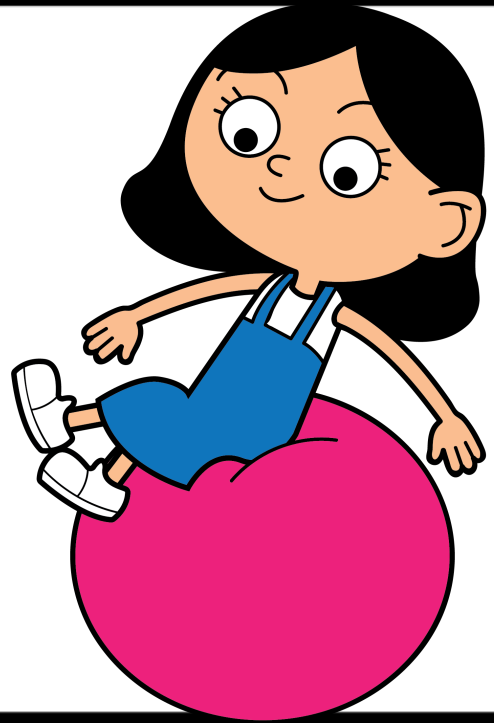
Game pieces



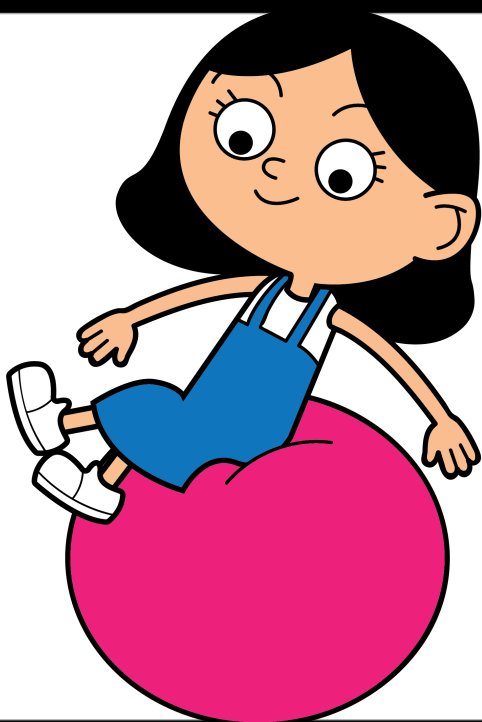
RELAX CARD



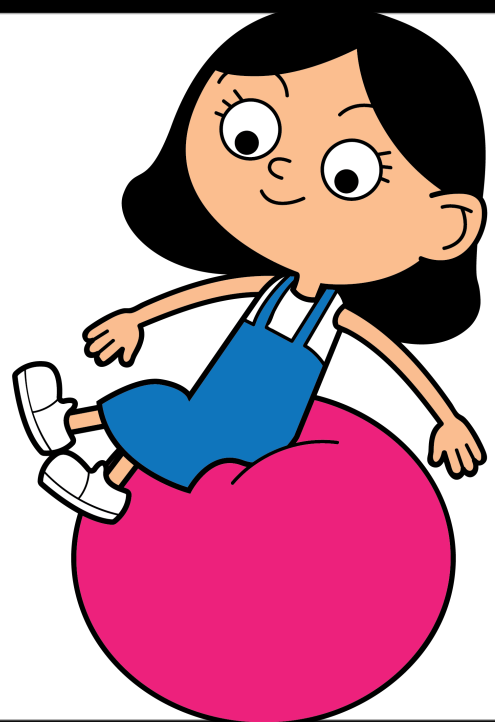
RELAX CARD



RELAX CARD



RELAX CARD



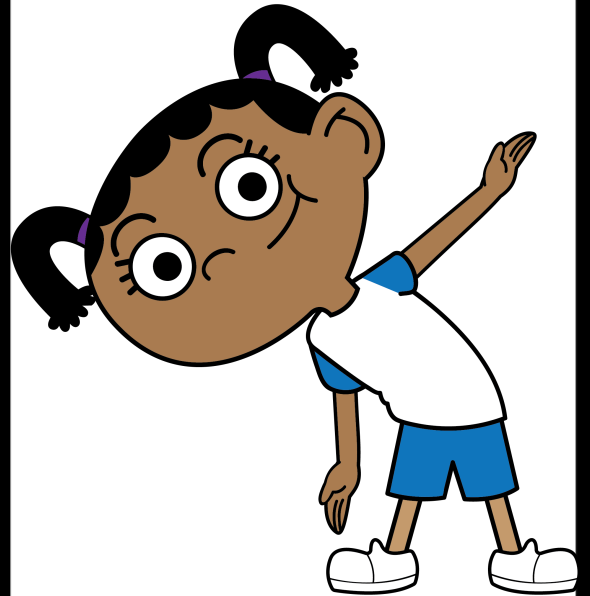
RELAX CARD

Take 3 deep breaths in your nose and out your mouth.



RELAX CARD

Get up and lead the group in a few stretches!



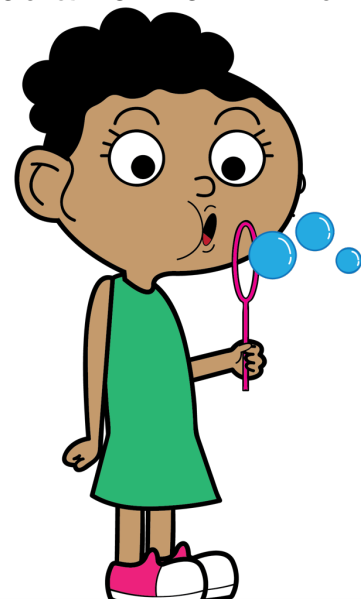
RELAX CARD

Close your eyes and think of 3 happy thoughts.

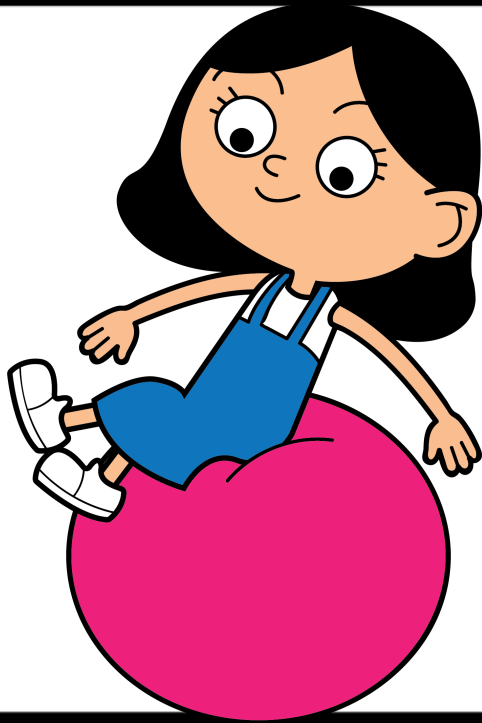


RELAX CARD

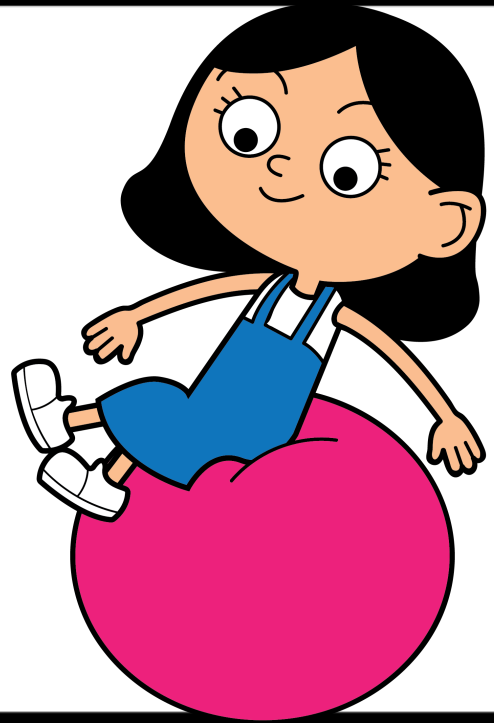
Pretend you are playing with bubbles. Take a deep breath in. Then, take a long gentle breath out like you would to blow a bubble.



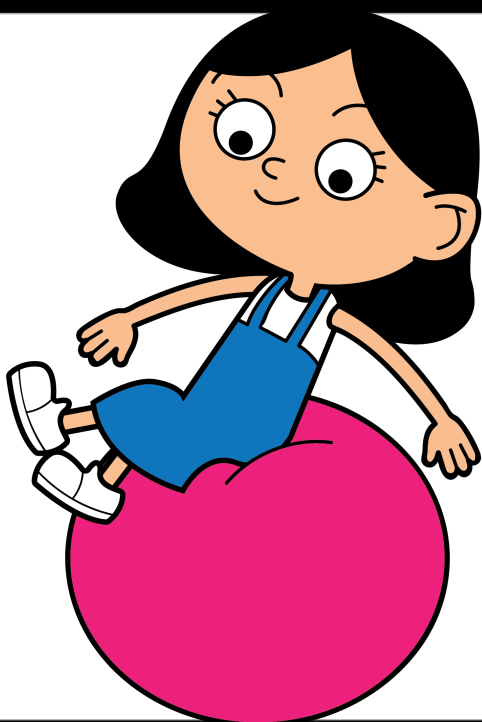
RELAX CARD



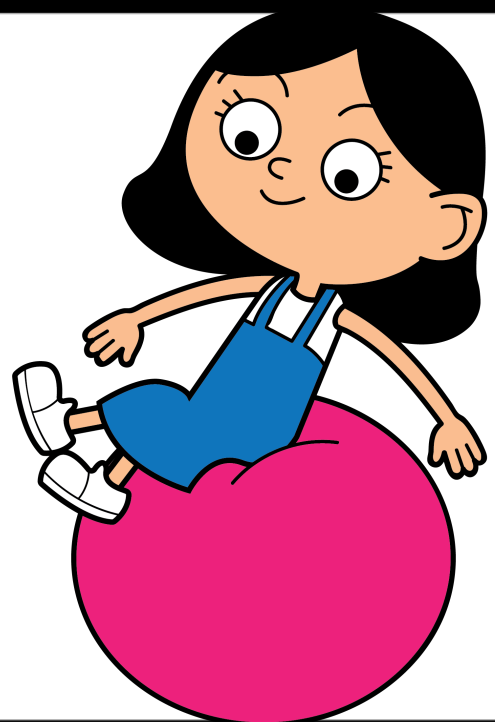
RELAX CARD



RELAX CARD

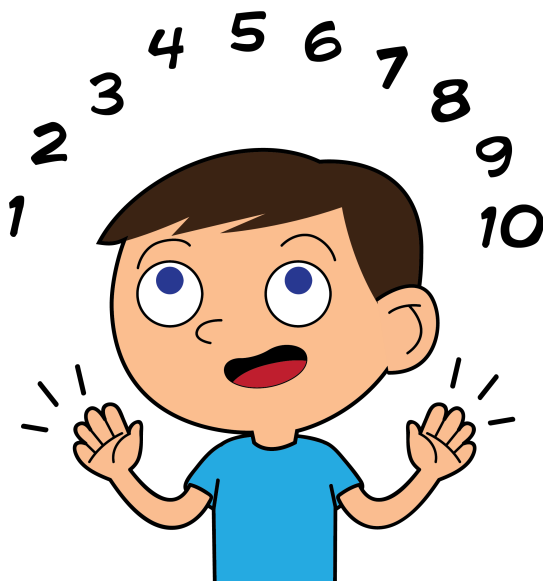


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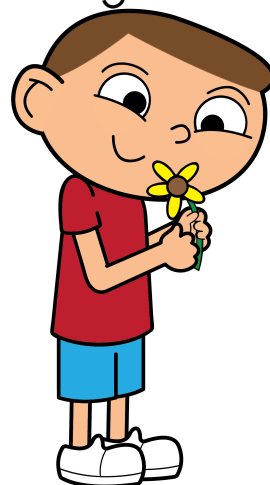
RELAX CARD

Take a deep breath in. Count to 10. Then take a deep breath out.



RELAX CARD

Pretend that your pointer finger is a dandelion. "Smell" the flower and take a deep breath in. Then, take a long gentle breath out to "blow the seeds" through the air.



RELAX CARD

Stand up and put your arms at your sides. Pretend your arms are butterfly wings. Take a deep breath in and "flap your wings" up. Then, take a deep breath out and "flap your wings" down.

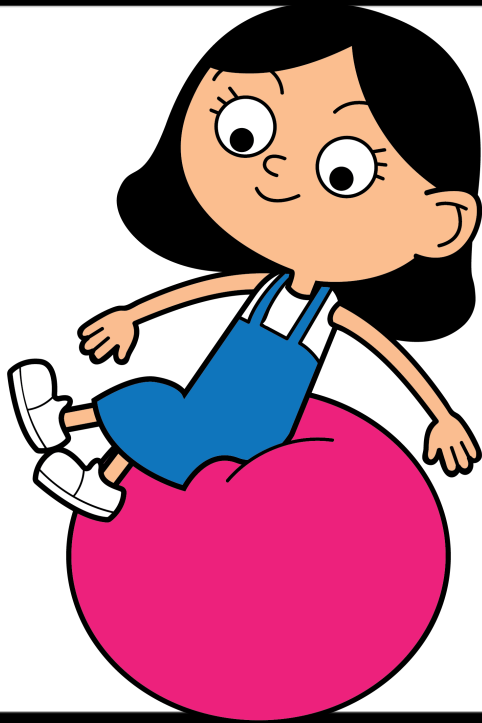


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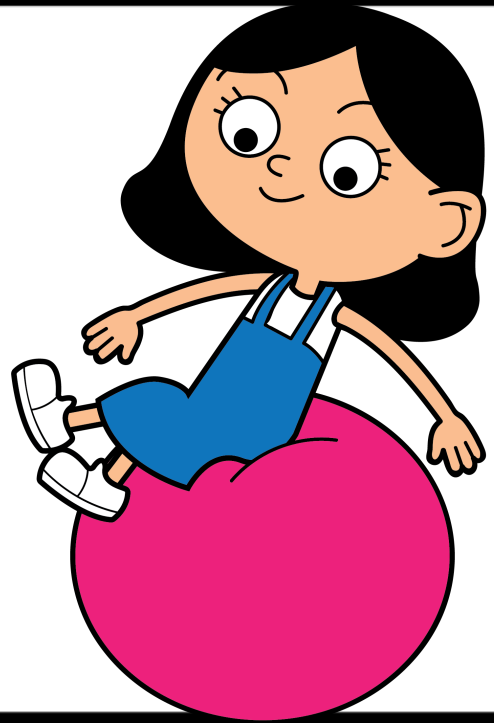
Trace the lines of the star with your finger. As your finger traces a line, breathe in. As your finger traces the next line, breathe out.



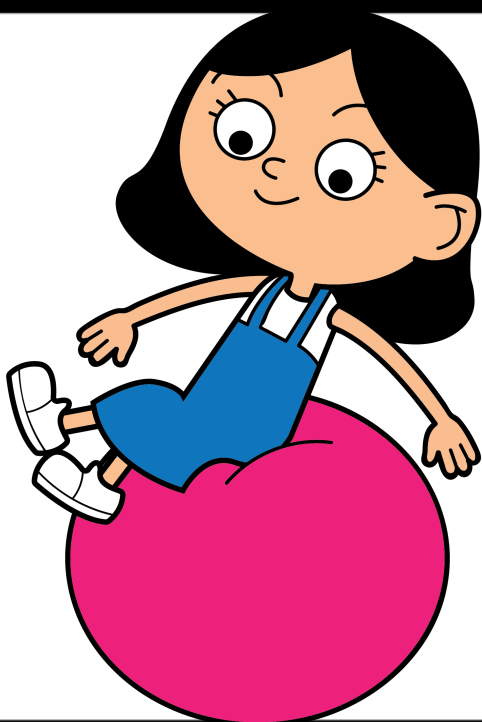
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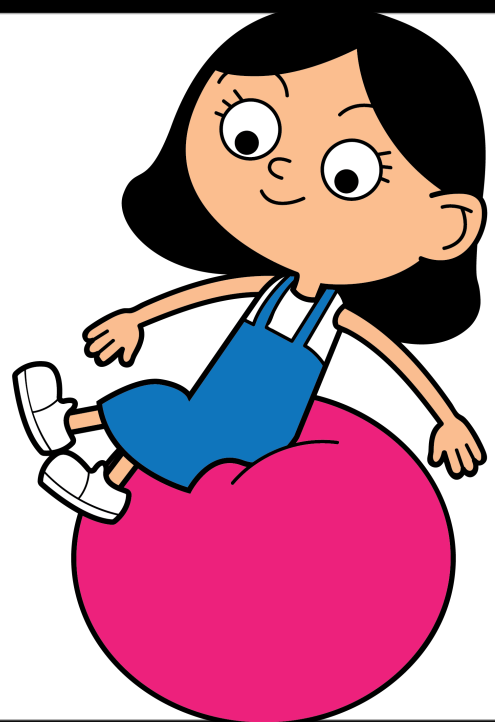
RELAX CARD



RELAX CARD



RELAX CARD



RELAX CARD

Pretend that you are hugging your favorite stuffed animal. Give it a good squeeze!



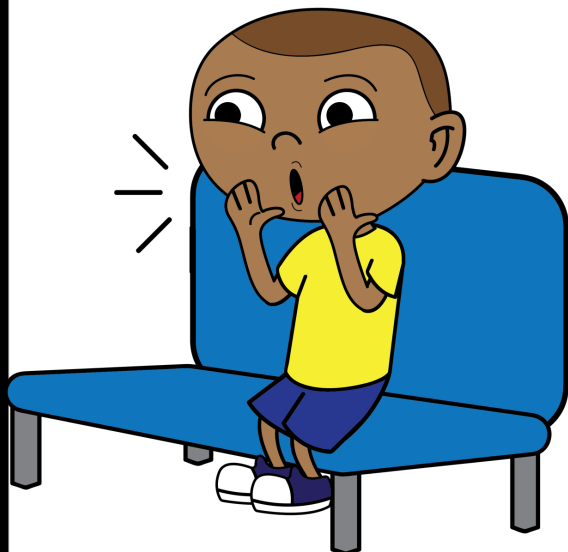
RELAX CARD

Pretend that your finger is a lit candle with your favorite scent. "Smell" the candle and take a deep breath in. Then, "blow" out your candle with a deep breath out.



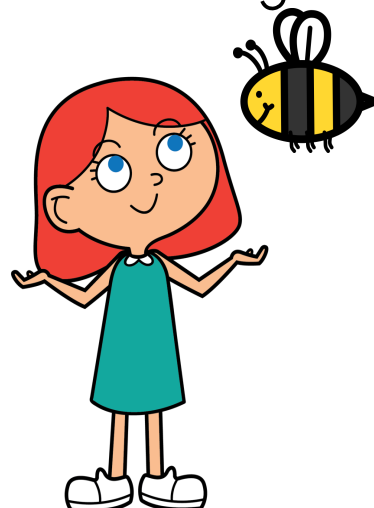
RELAX CARD

Pretend you are a lion. Let out a big, "ROAR!" to let your big feelings out.

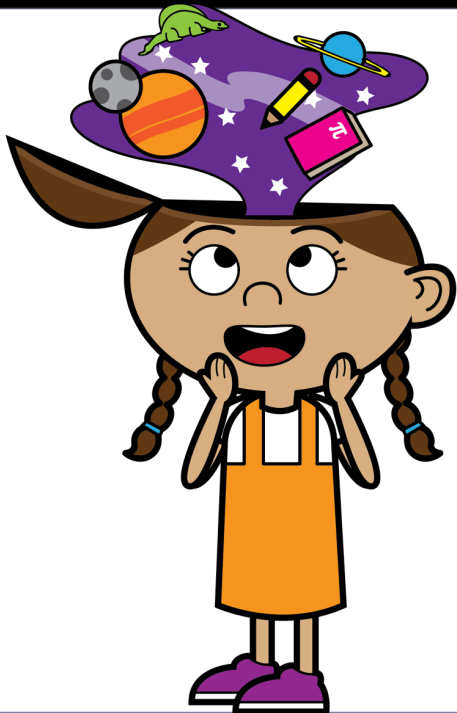


RELAX CARD

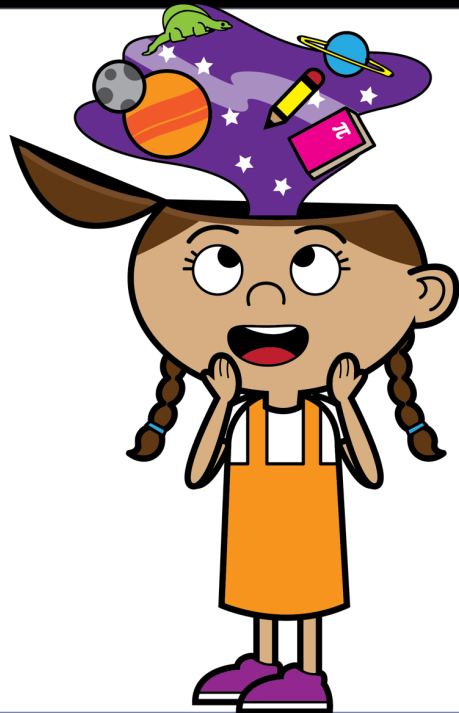
Pretend you are a bee. Take a deep breath in and hold it for 5 seconds. Then, as you breathe out slowly, make a buzzing sound.



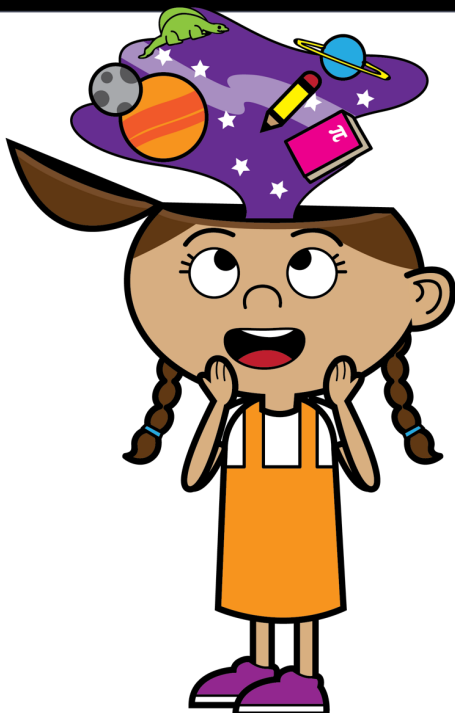
KNOWLEDGE



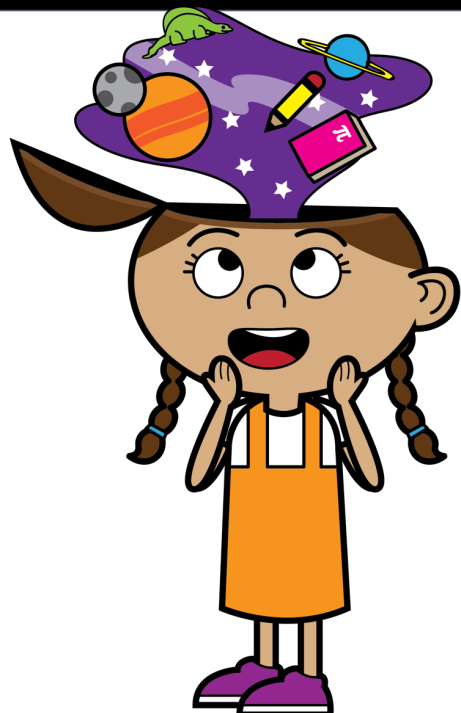
KNOWLEDGE



KNOWLEDGE

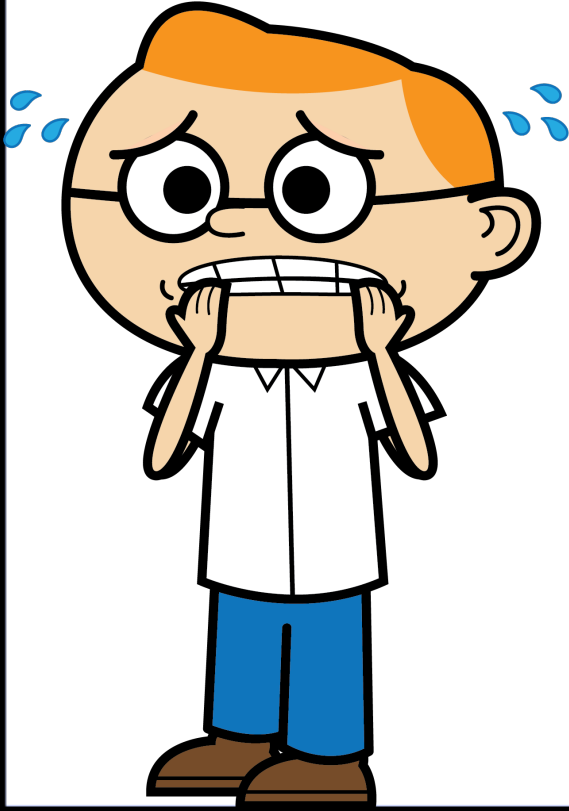


KNOWLEDGE



KNOWLEDGE

What is anxiety?



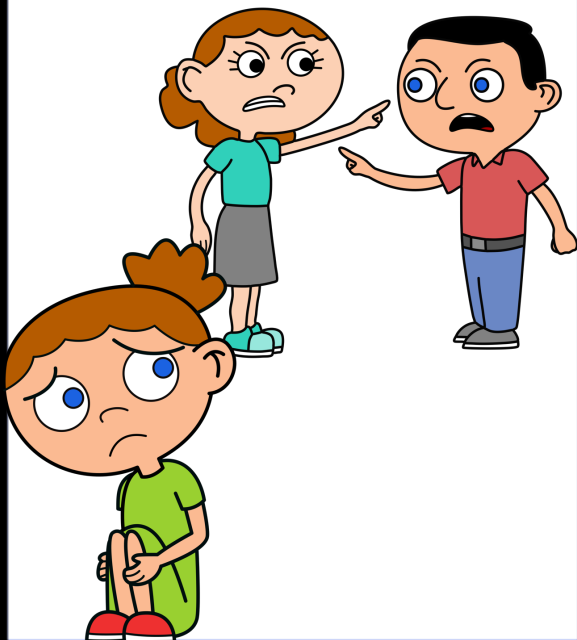
KNOWLEDGE

What is an anxiety trigger?



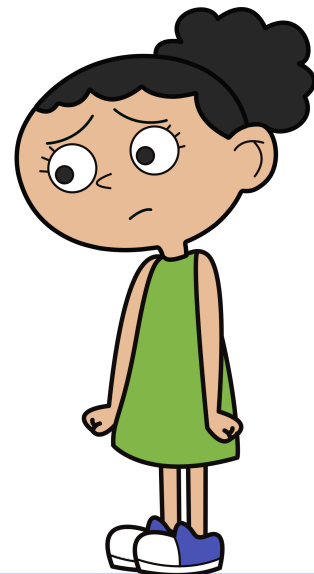
KNOWLEDGE

What is an example of an anxiety trigger?

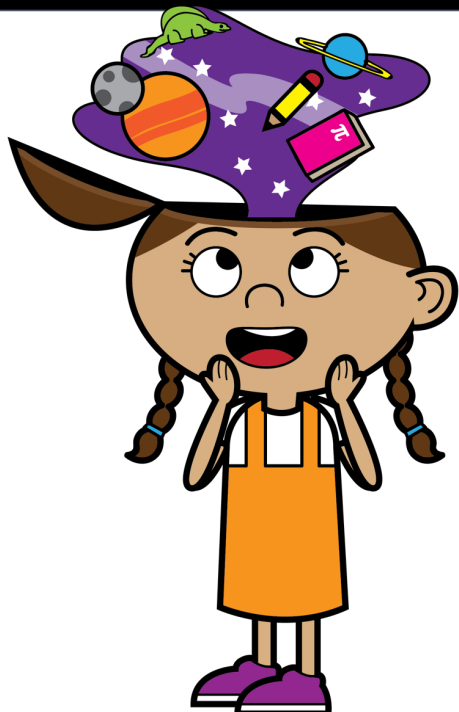


KNOWLEDGE

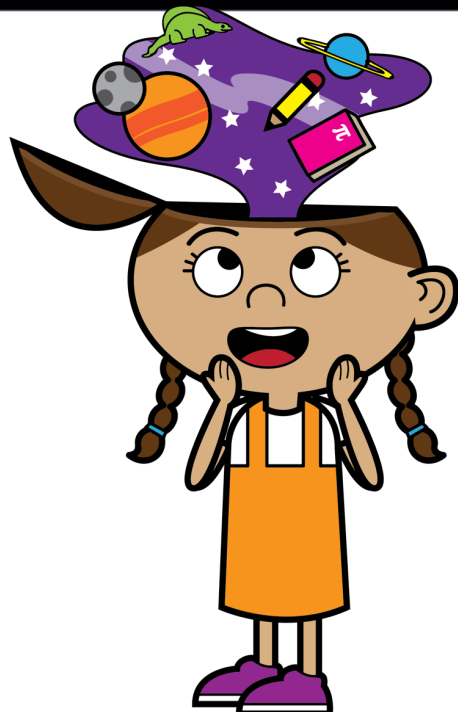
What are two examples of what anxiety looks like in the body?



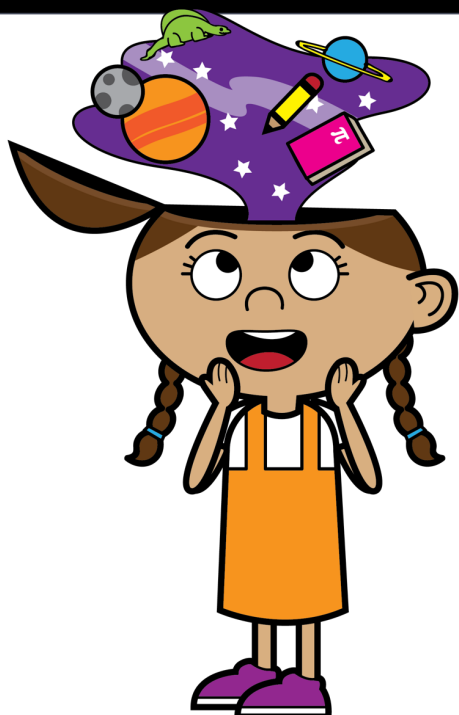
KNOWLEDGE



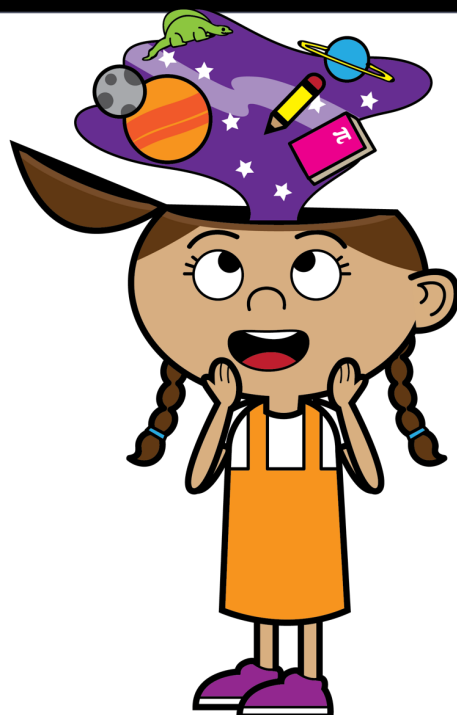
KNOWLEDGE



KNOWLEDGE

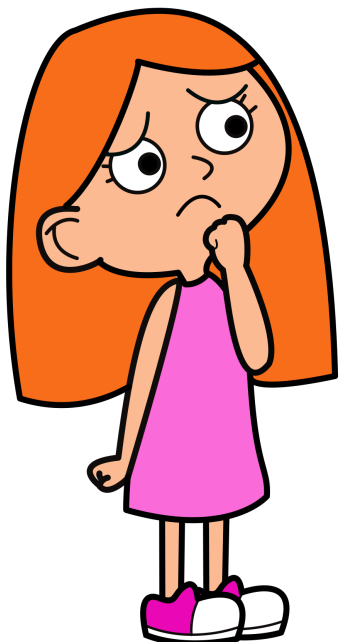


KNOWLEDGE



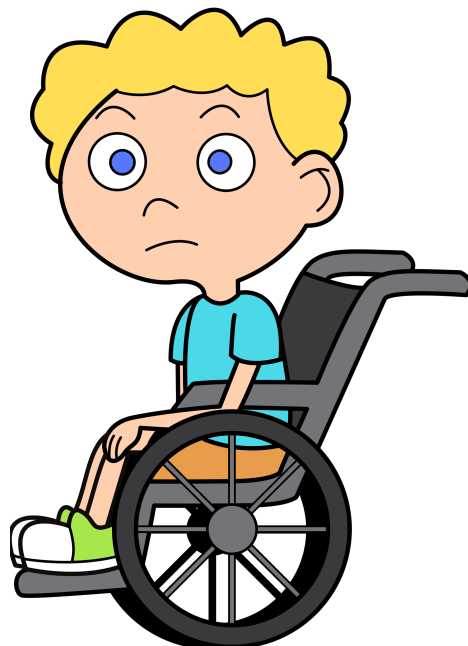
KNOWLEDGE

Are there different levels of anxiety?
How many?



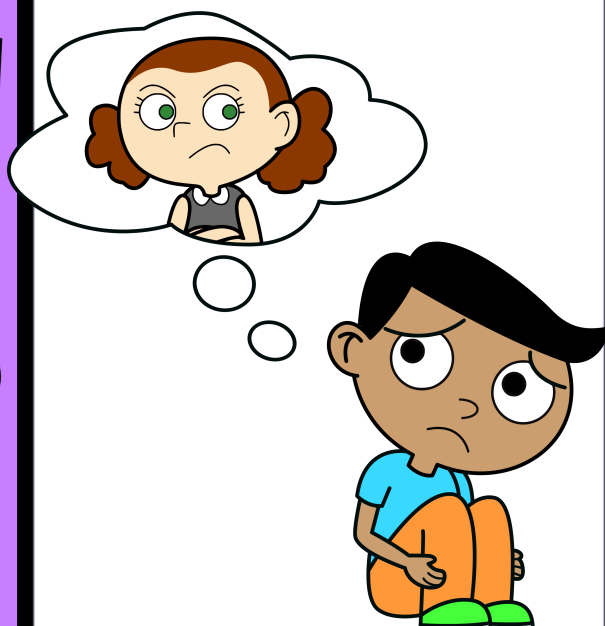
KNOWLEDGE

What may cause someone to feel anxious?



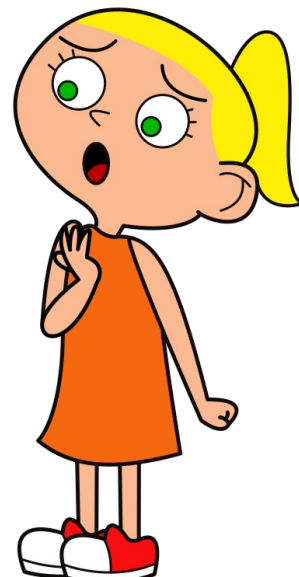
KNOWLEDGE

What is a healthy way to control anxiety?

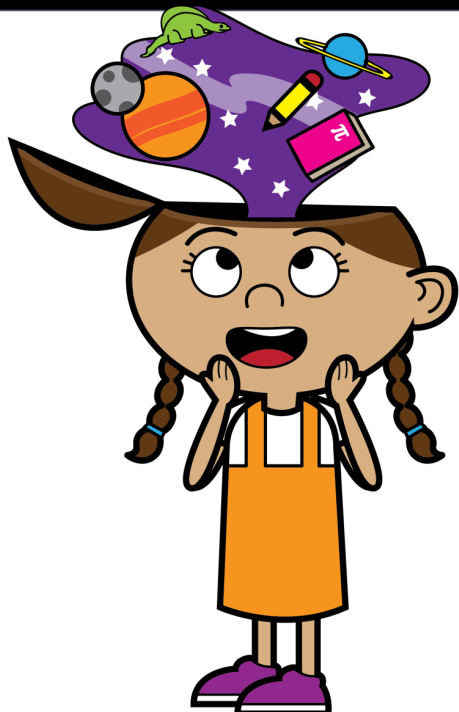


KNOWLEDGE

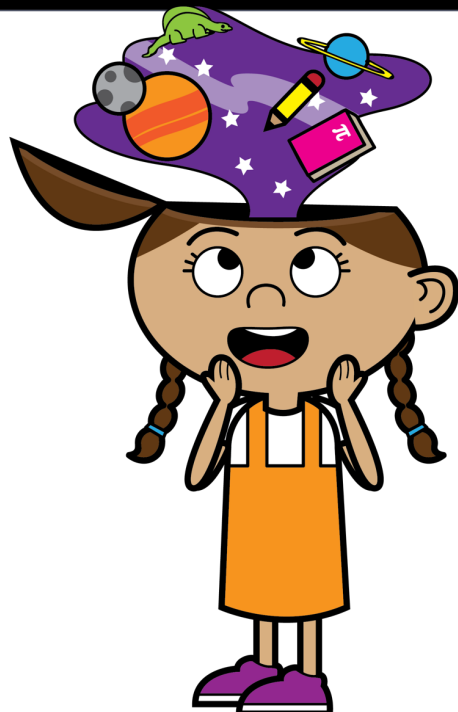
What do you think happens in your brain when you get anxious?



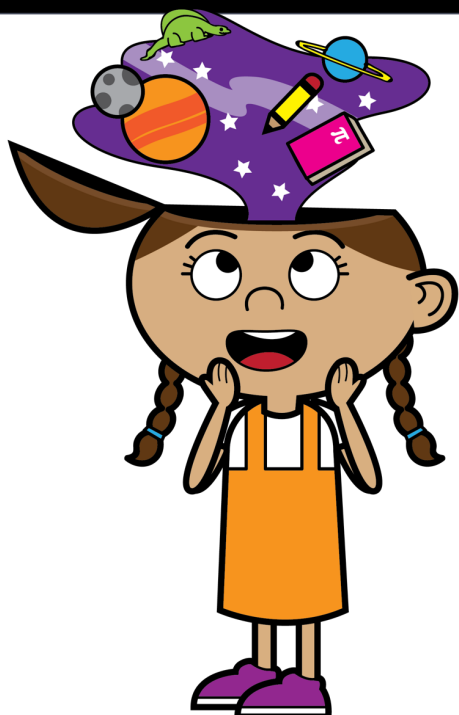
KNOWLEDGE



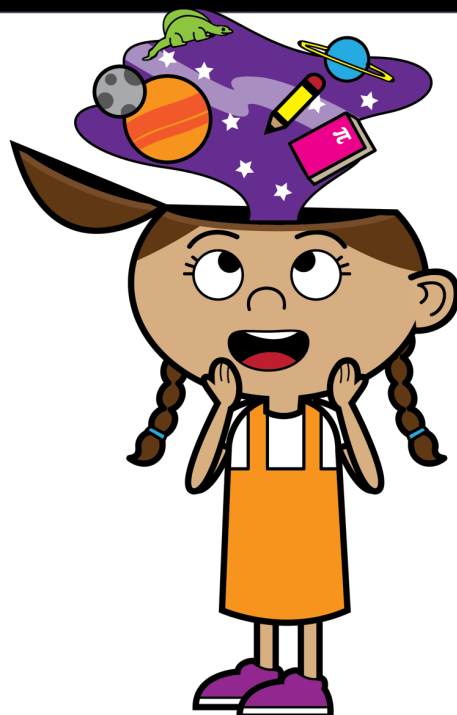
KNOWLEDGE



KNOWLEDGE

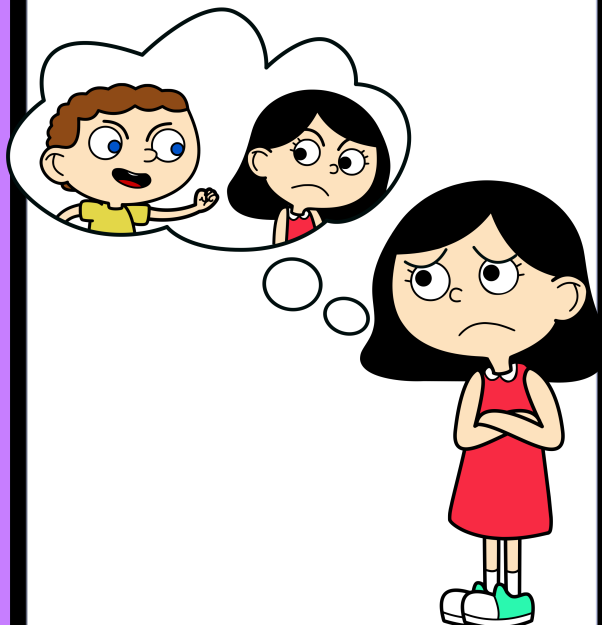


KNOWLEDGE



KNOWLEDGE

How do you know when someone is anxious?



KNOWLEDGE

Is anxiety a "normal" emotion? Why or why not?



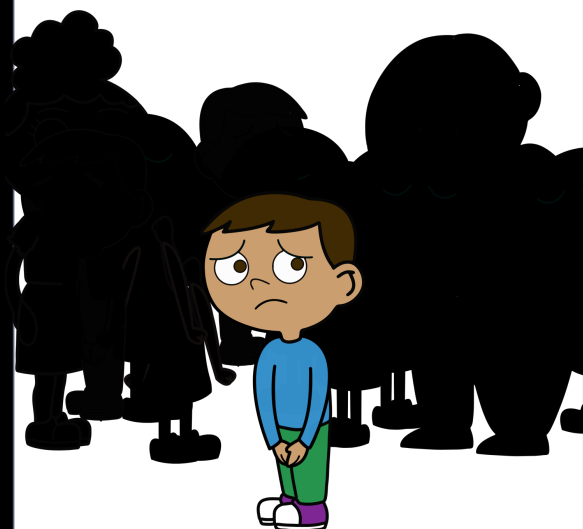
KNOWLEDGE

Do we all feel anxious? Explain.

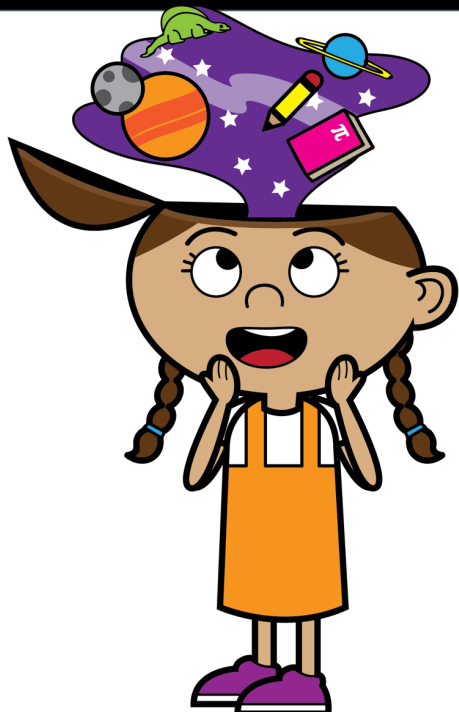


KNOWLEDGE

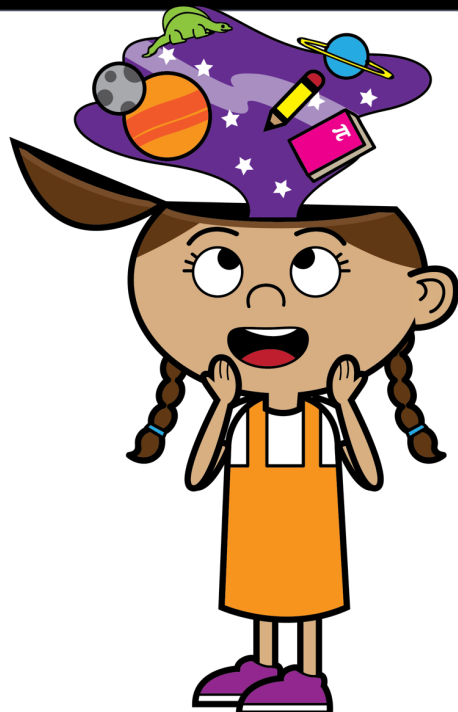
What can happen if we don't learn to control our anxiety?



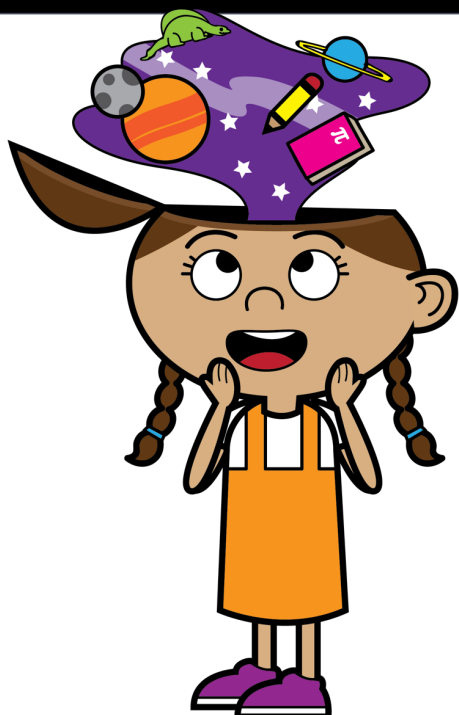
KNOWLEDGE



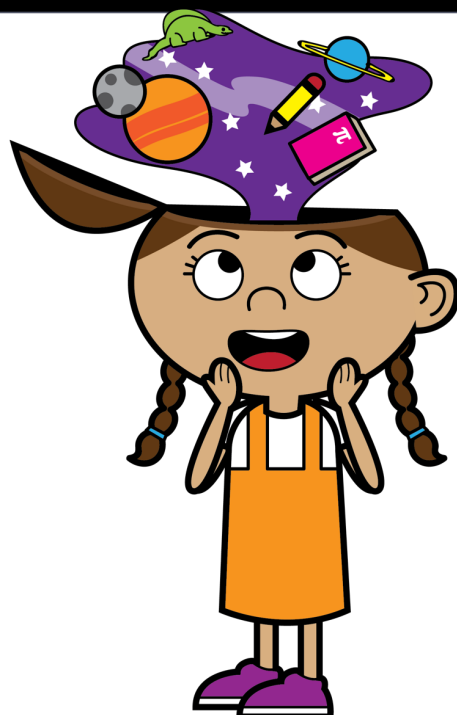
KNOWLEDGE



KNOWLEDGE



KNOWLEDGE



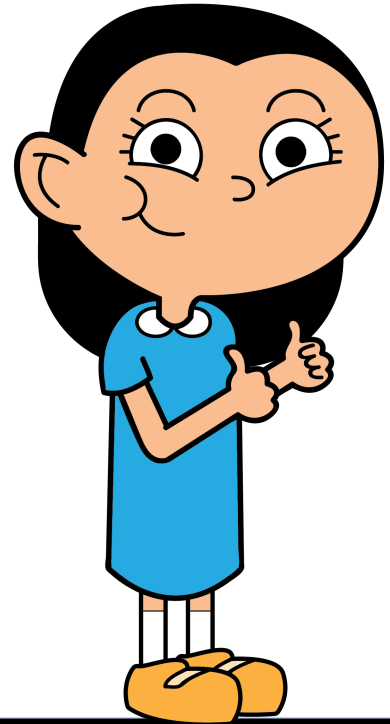
KNOWLEDGE

What does calm look like?



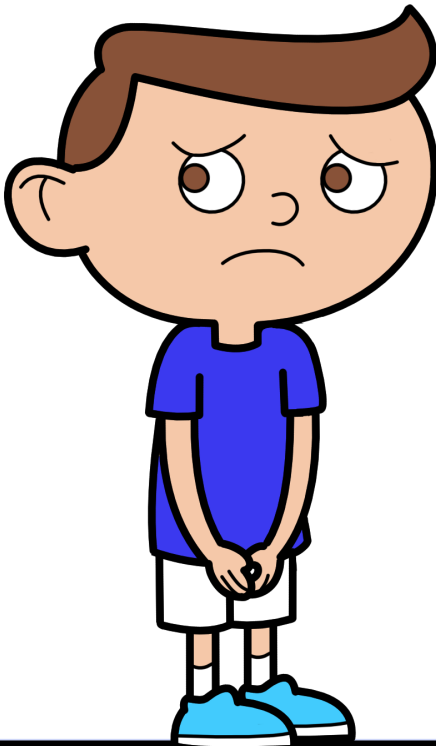
KNOWLEDGE

What does calm feel like?



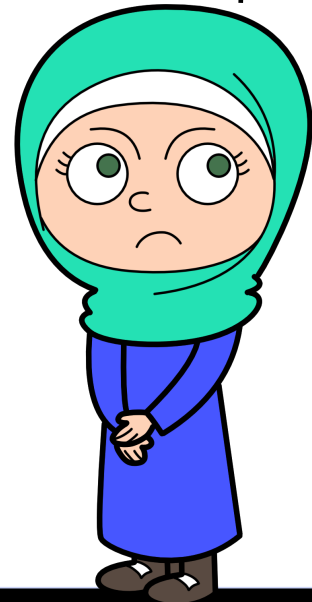
KNOWLEDGE

What does anxiety feel like?

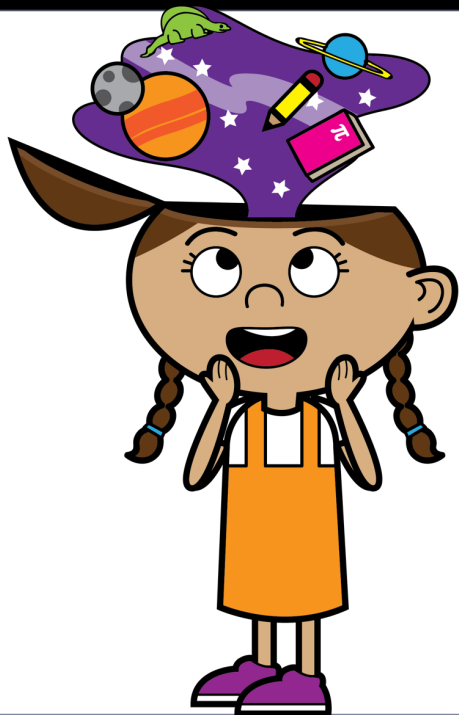


KNOWLEDGE

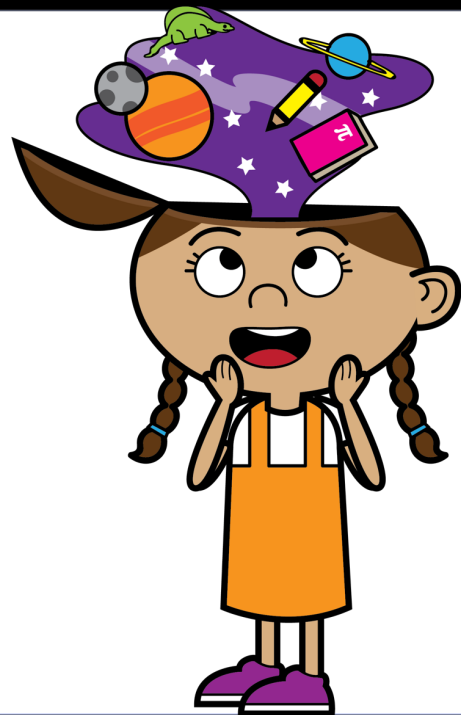
What is something that could make someone lose control and panic?



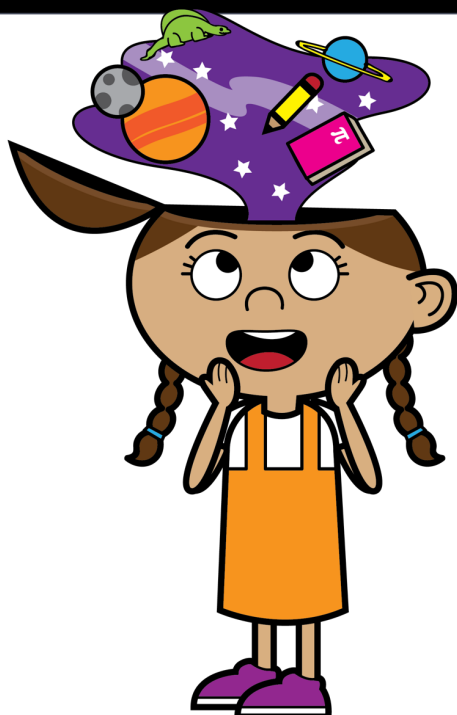
KNOWLEDGE



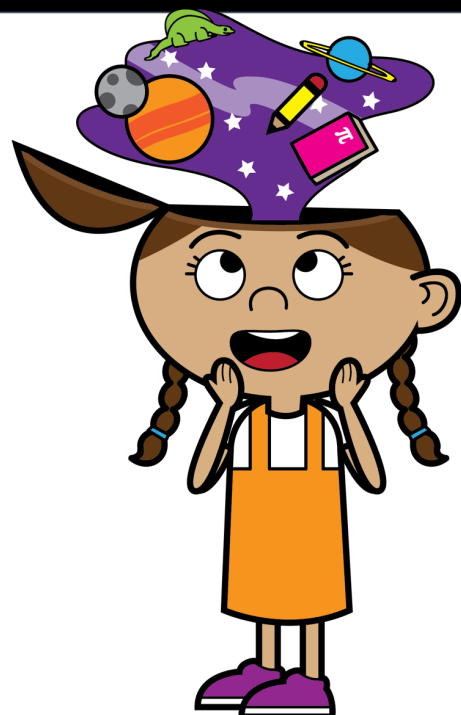
KNOWLEDGE



KNOWLEDGE

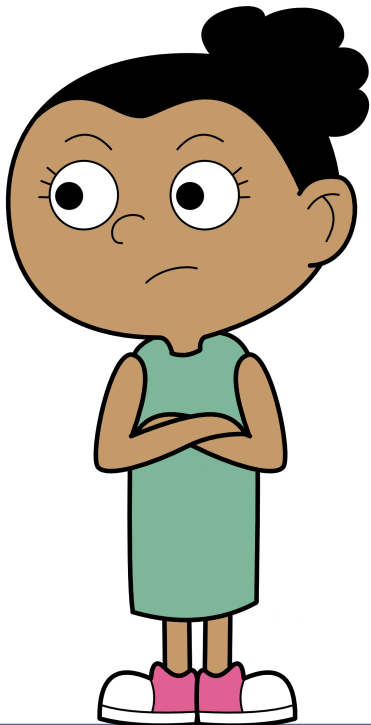


KNOWLEDGE



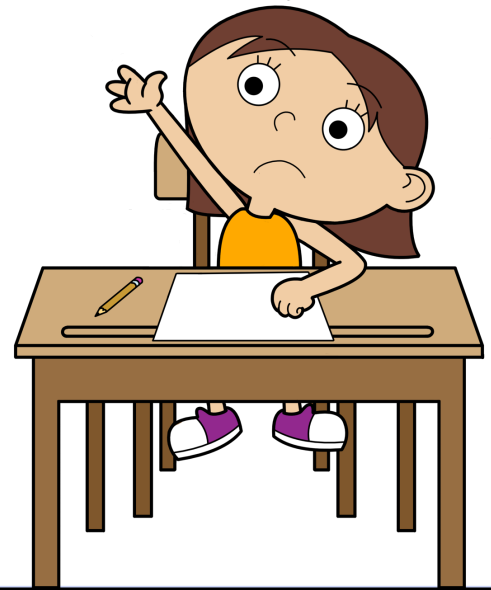
KNOWLEDGE

What does worry look like?



KNOWLEDGE

What is something that could make someone feel worried?



KNOWLEDGE

Why is it important to understand our anxiety triggers?

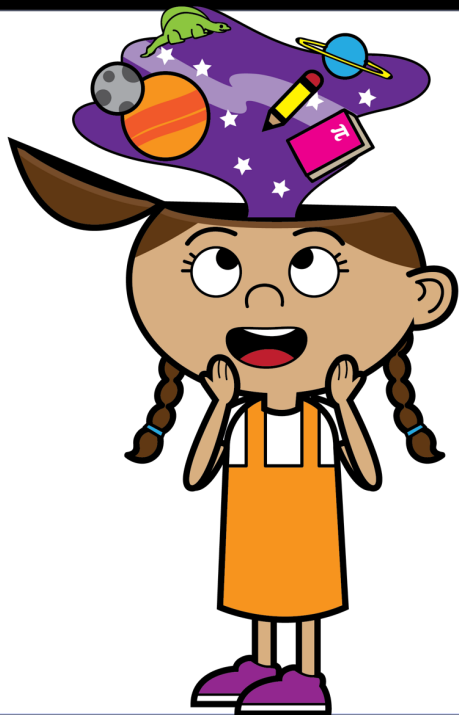


KNOWLEDGE

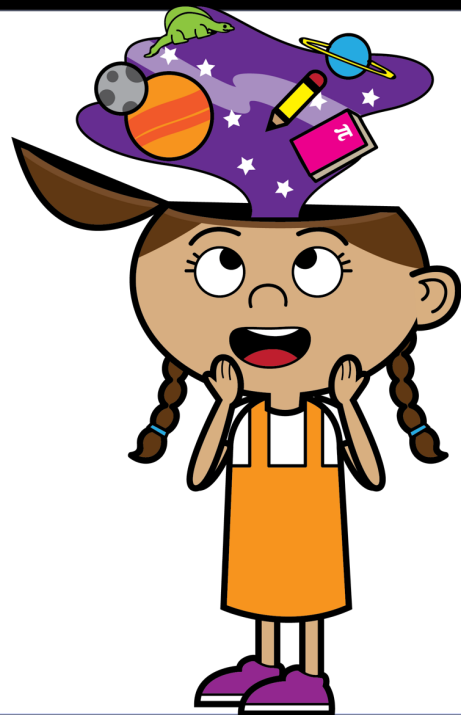
Why is it important to learn and practice coping skills?



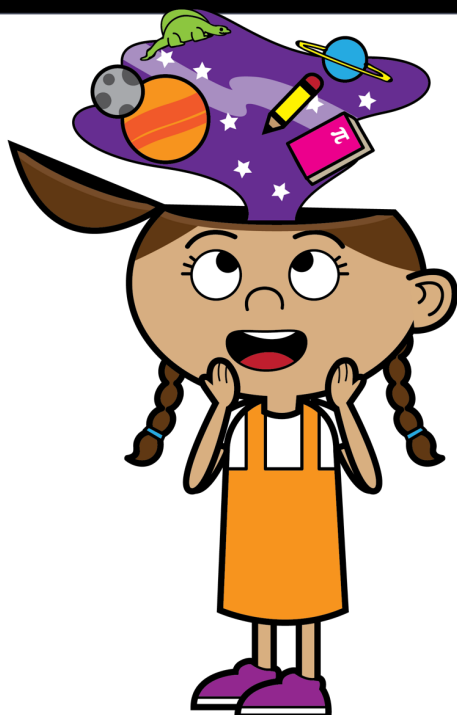
KNOWLEDGE



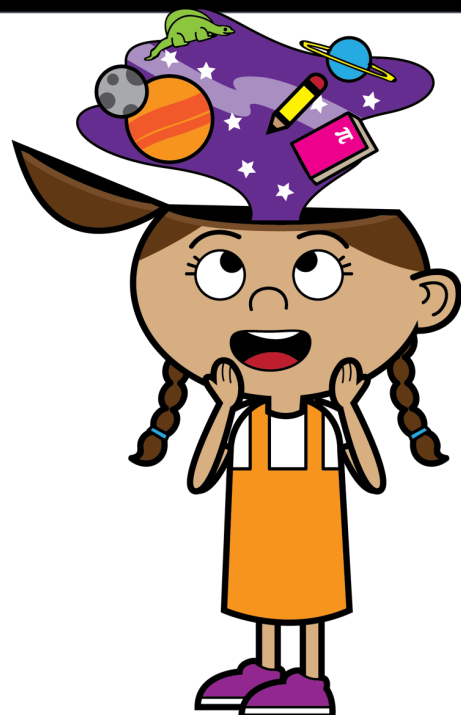
KNOWLEDGE



KNOWLEDGE



KNOWLEDGE



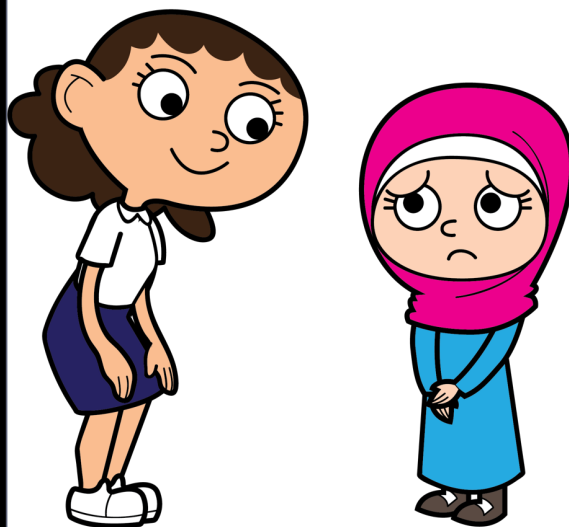
KNOWLEDGE

Why is it important to let our anxious feelings out, rather than keep them inside?



KNOWLEDGE

Who is someone at home that you can talk to about your feelings?



KNOWLEDGE

Who is someone at school that you can talk to about your feelings?

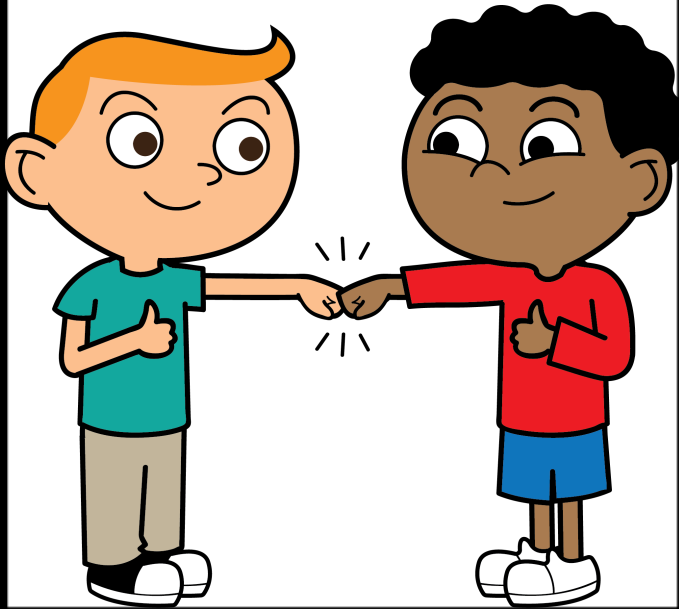


KNOWLEDGE

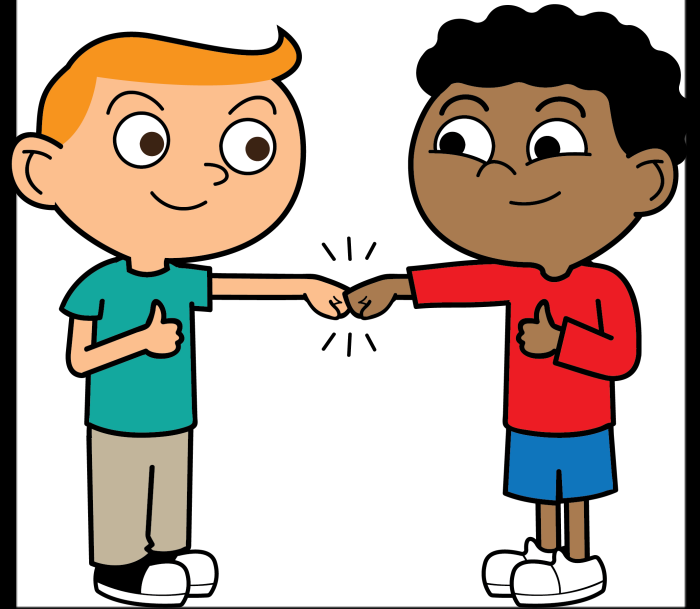
How does taking deep breaths help us cope with anxiety?



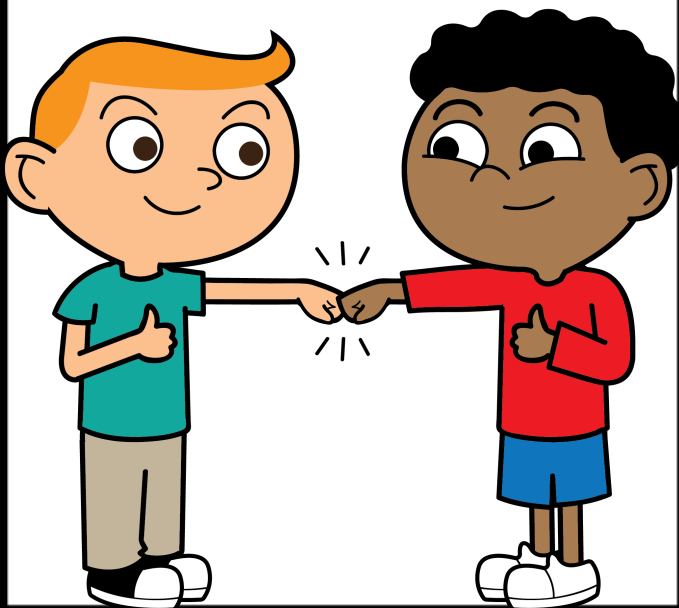
SHARE CARD



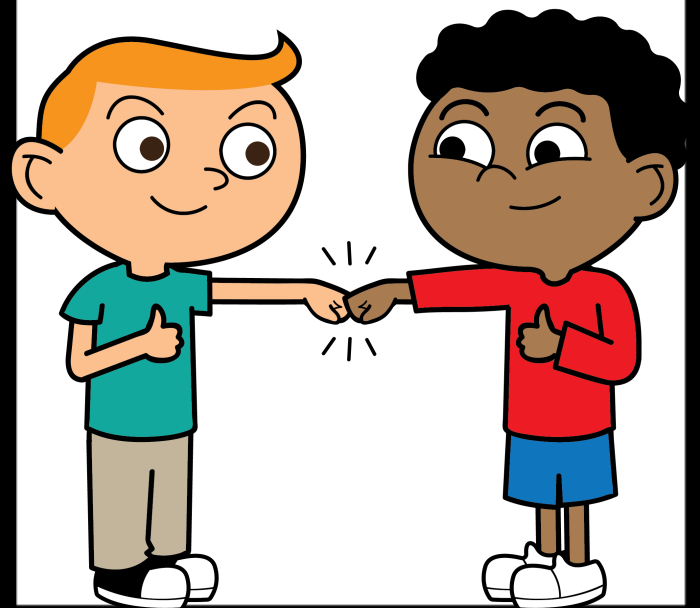
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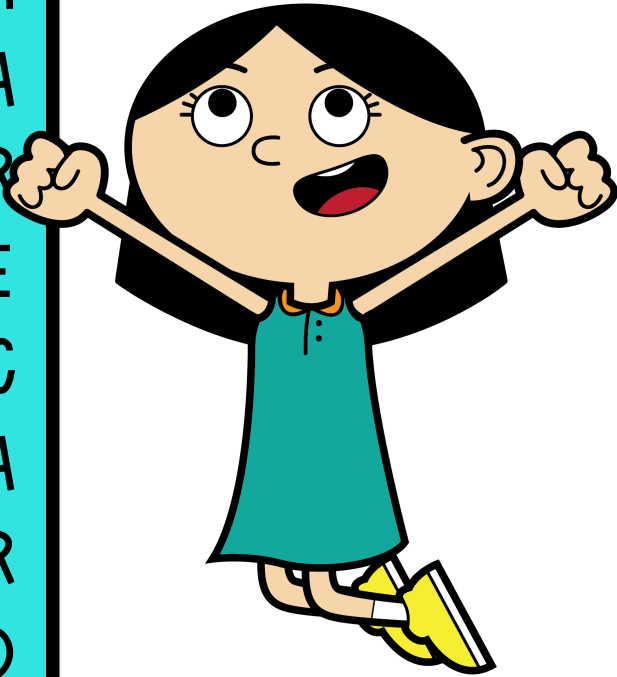


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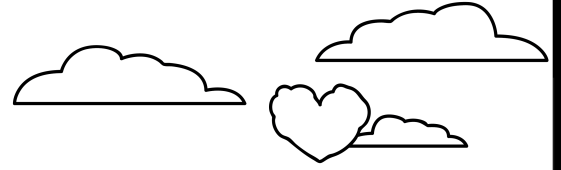
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How are you
feeling today?



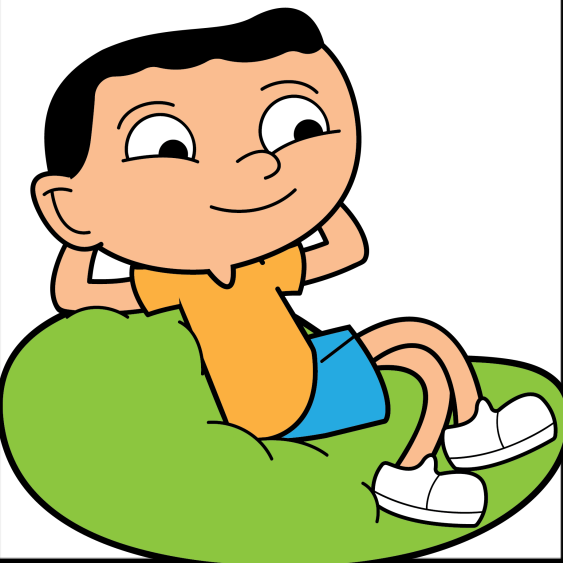
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What is your
favorite coping
skill?



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What makes you
feel calm?

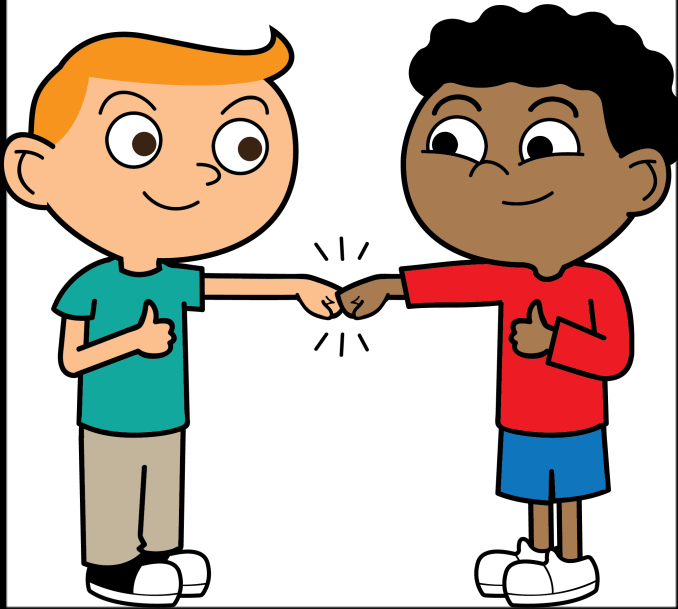


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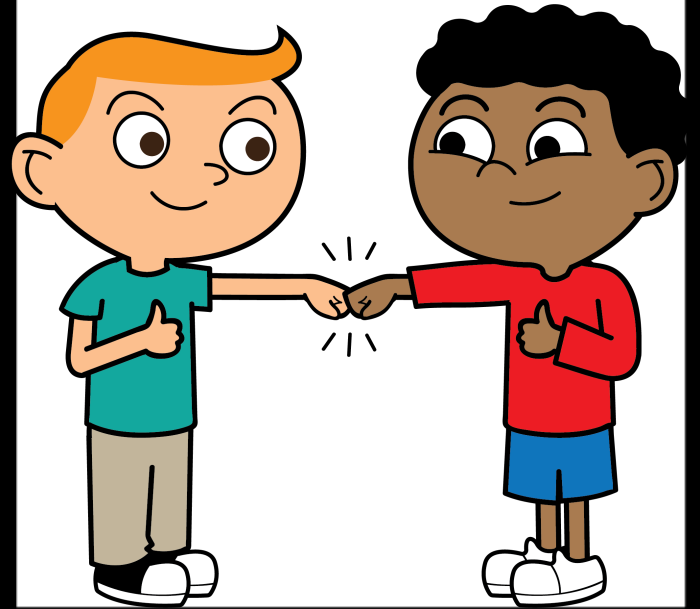
What makes you
feel anxious?



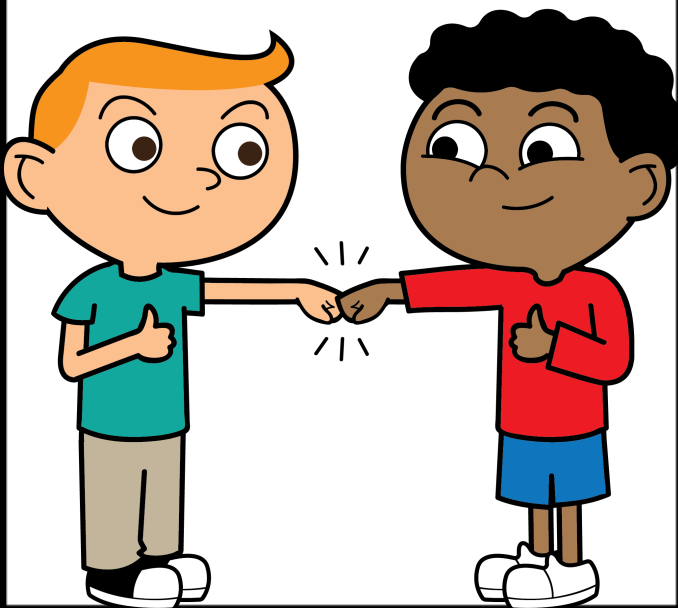
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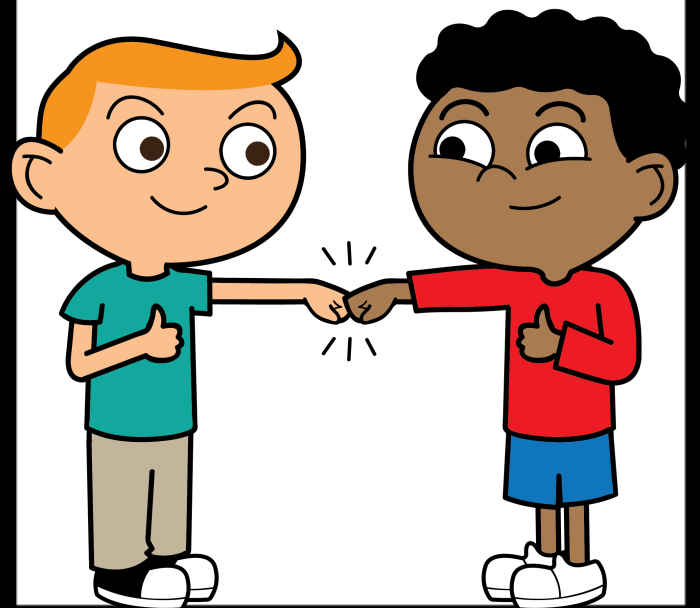
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SHARE CARD

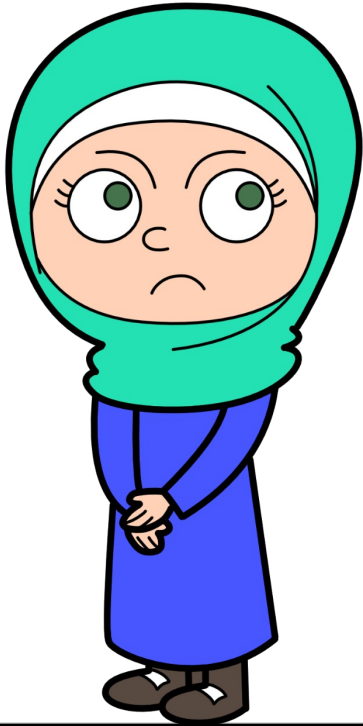


SHARE CARD



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What makes you
feel worried?



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What makes you
feel anxious at
home?



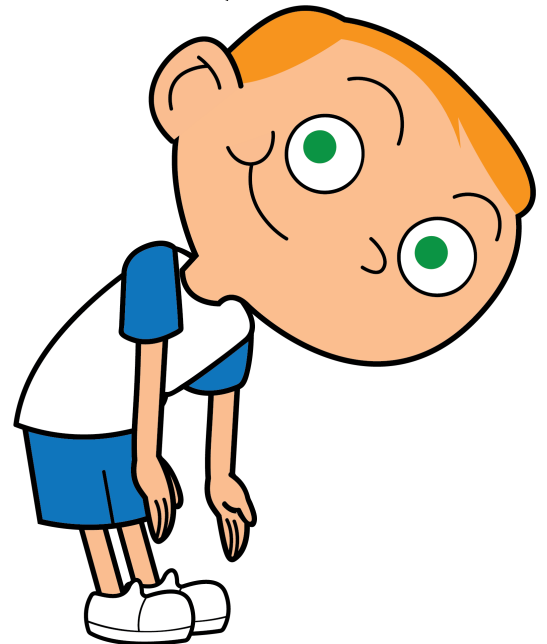
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Have you ever
panicked and been out
of control? What
happened?

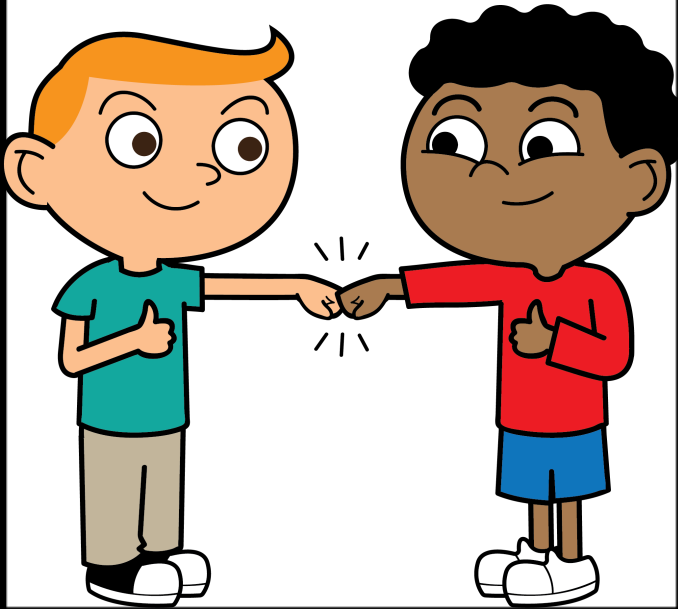


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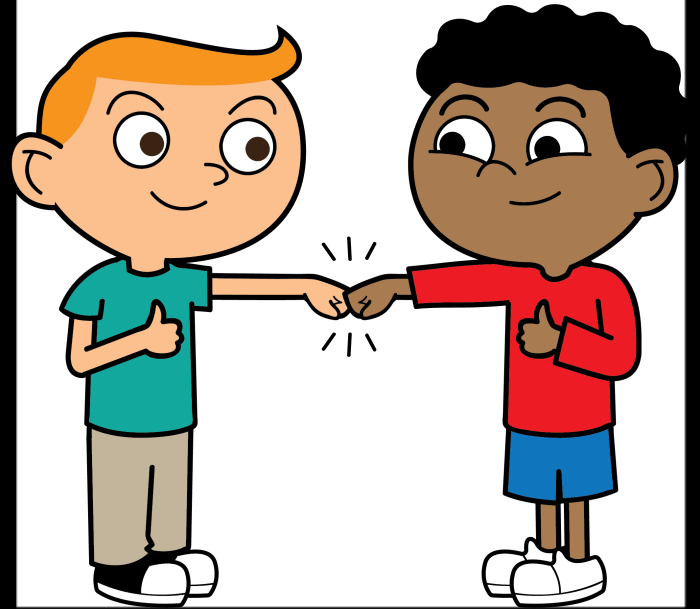
Which coping skills
don't work well for
you?



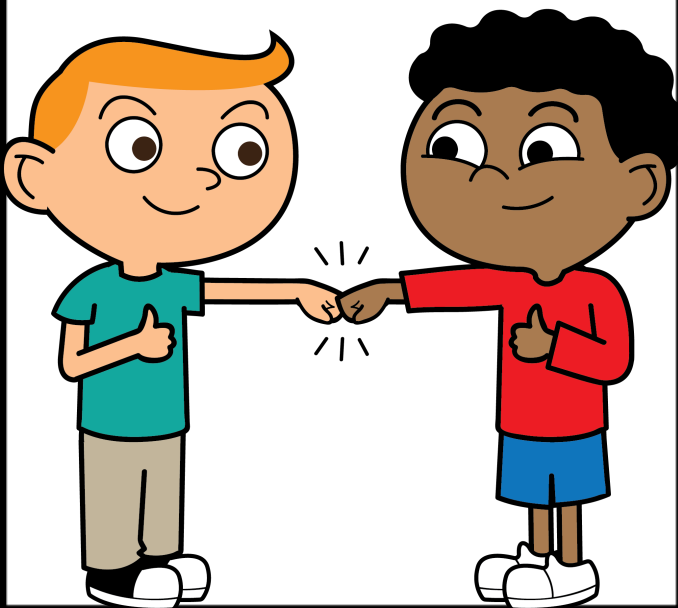
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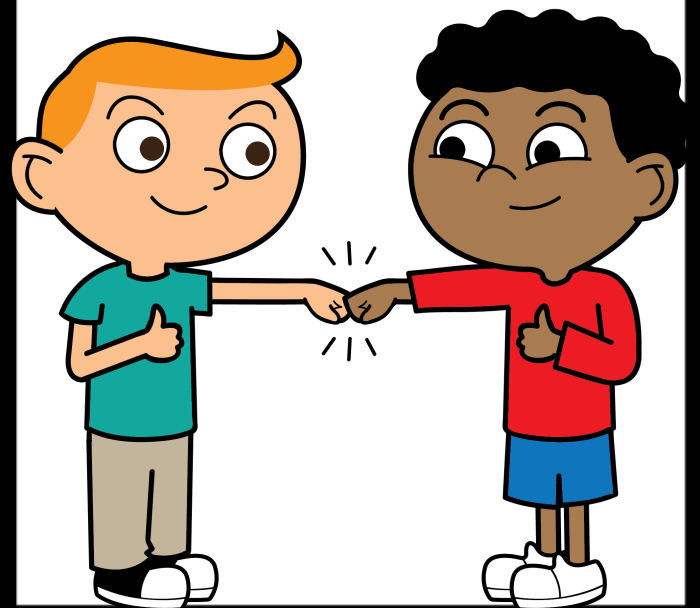
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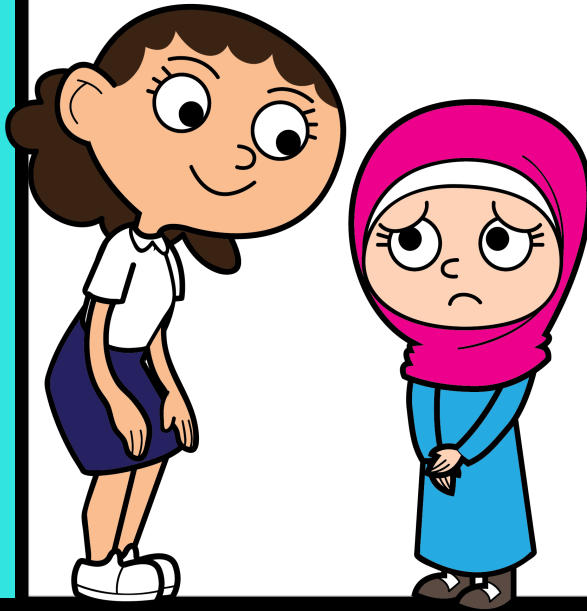


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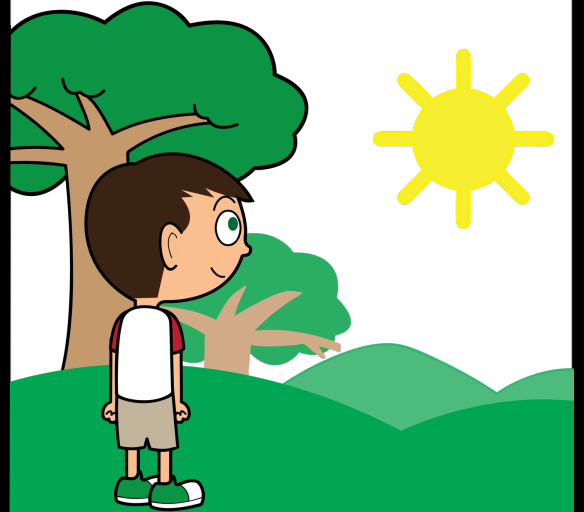
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Which grown-ups
can support you
with your feelings?



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How does being in
nature make you
feel?



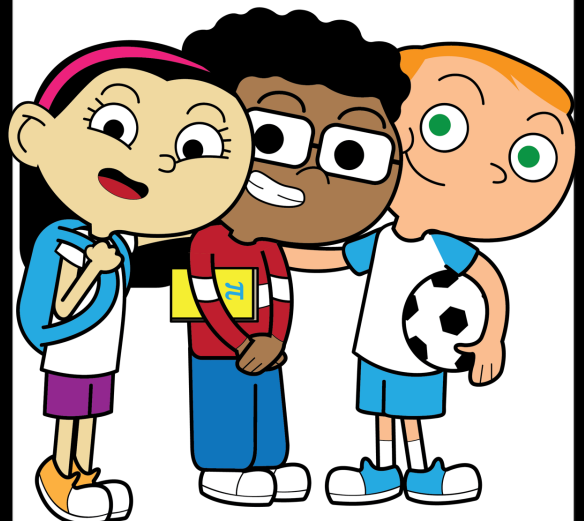
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Which is your
favorite fidget
tool? Why?

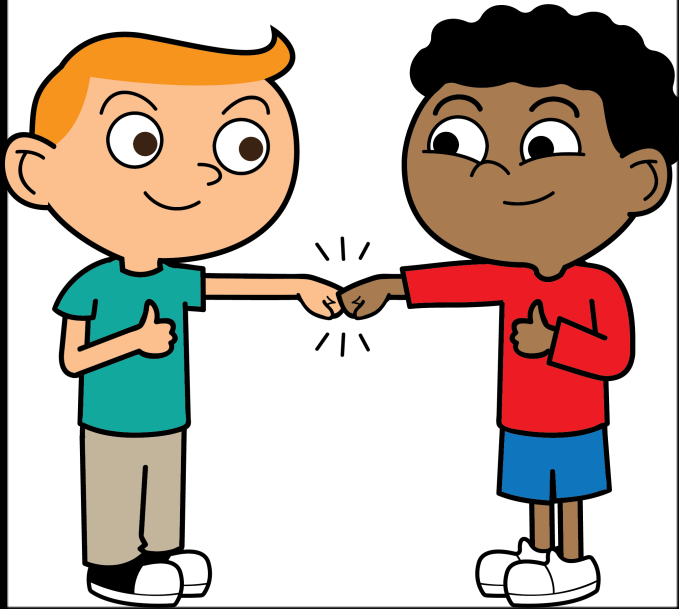


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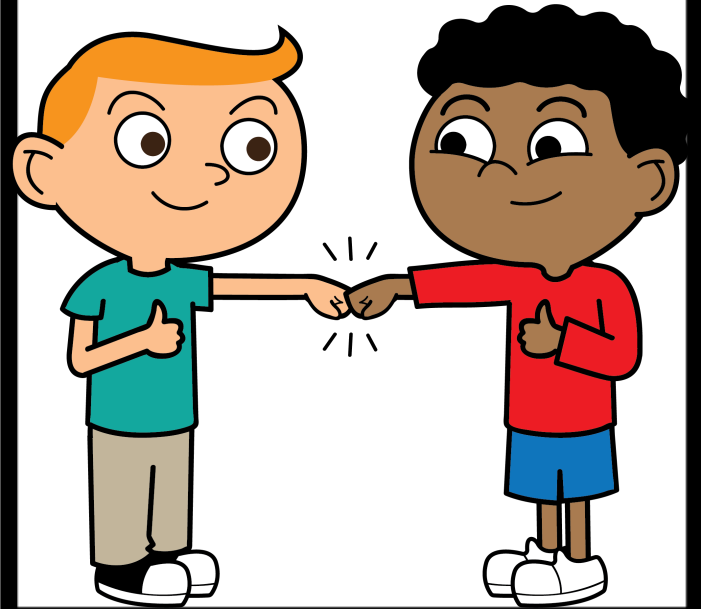
Which friends can
support you with
your feelings?



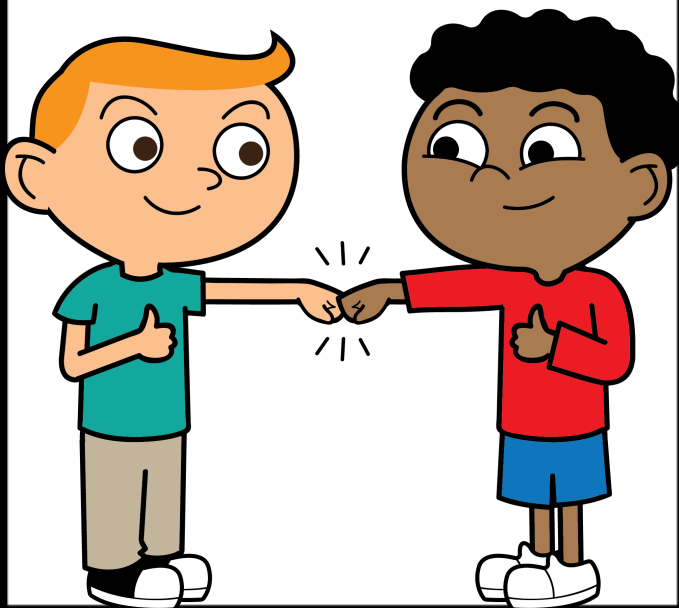
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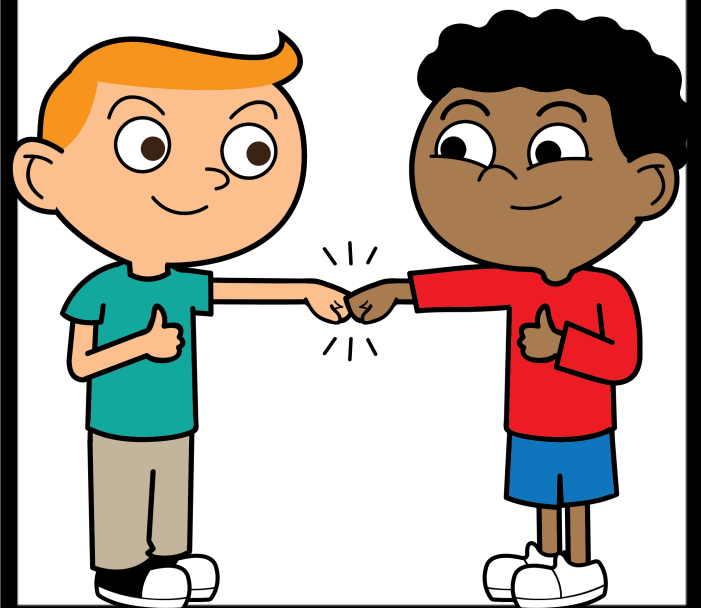
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SHARE CARD



SHARE CARD



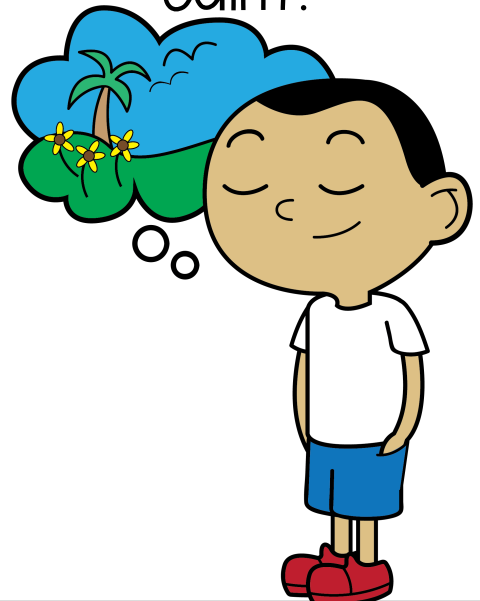
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What is a favorite song or singer that makes you feel calm?



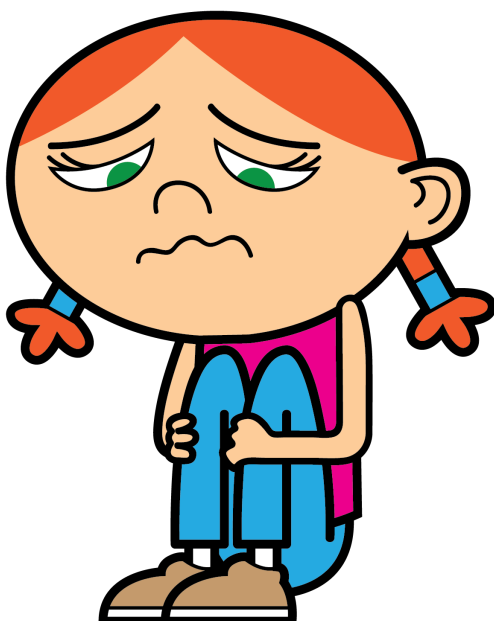
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What is your "happy place" that makes you feel calm?



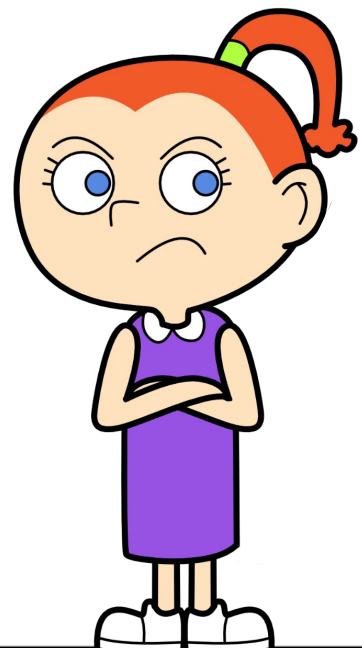
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What does the word "anxiety" mean to you?

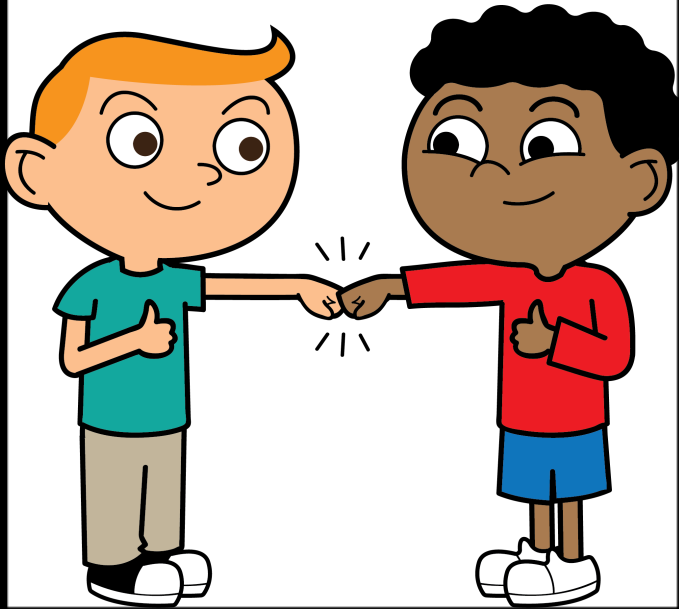


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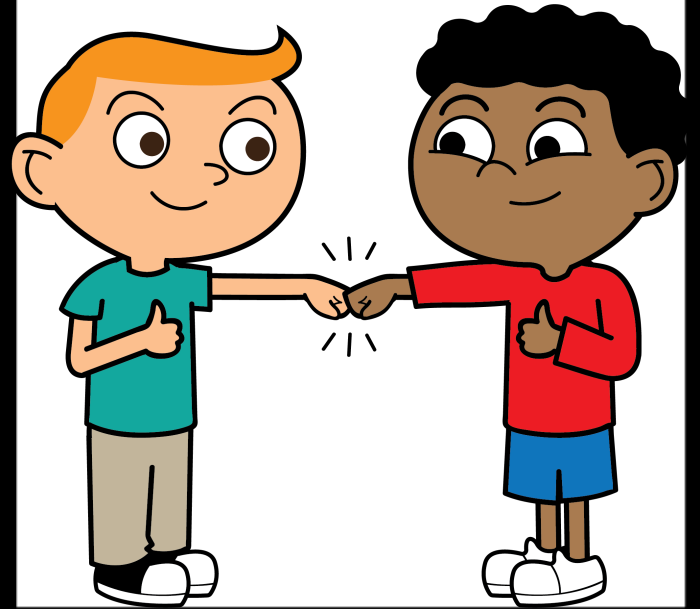
How does your body feel when you're anxious?



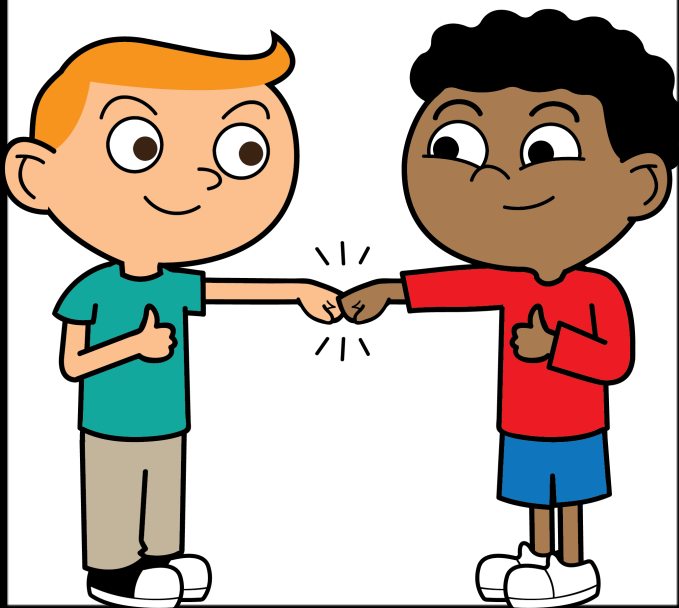
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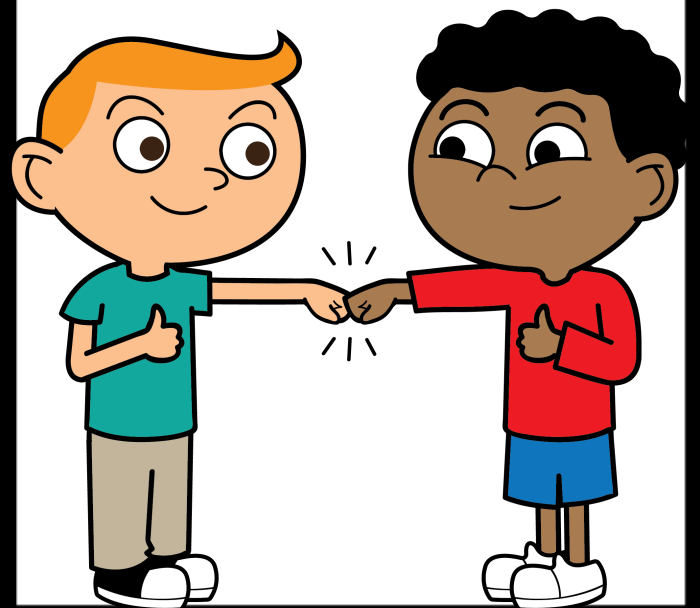
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SHARE CARD



SHARE CARD



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What does anxiety look like to you?



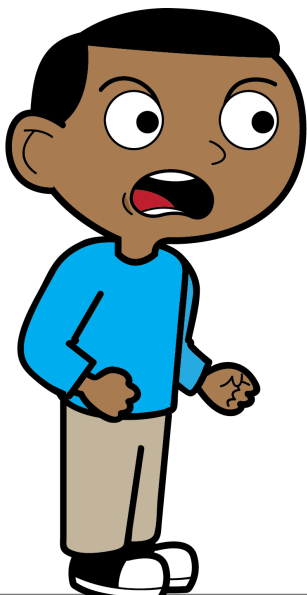
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Do you think it's important to talk about anxiety with others? Why or why not?



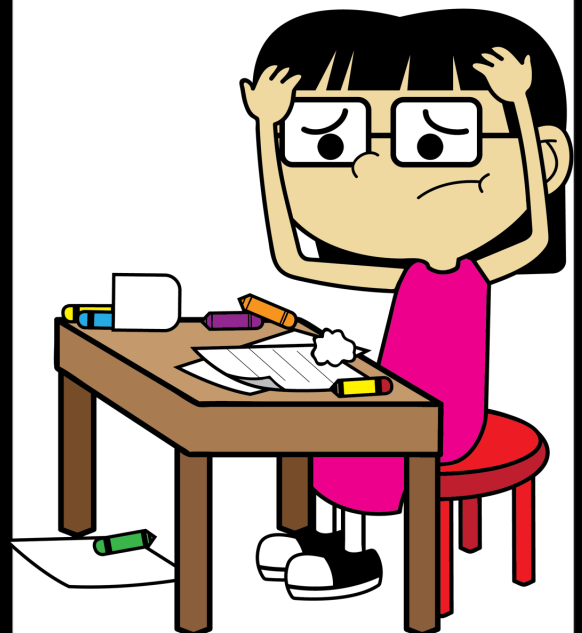
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Are there times when anxiety is a helpful emotion? Explain.



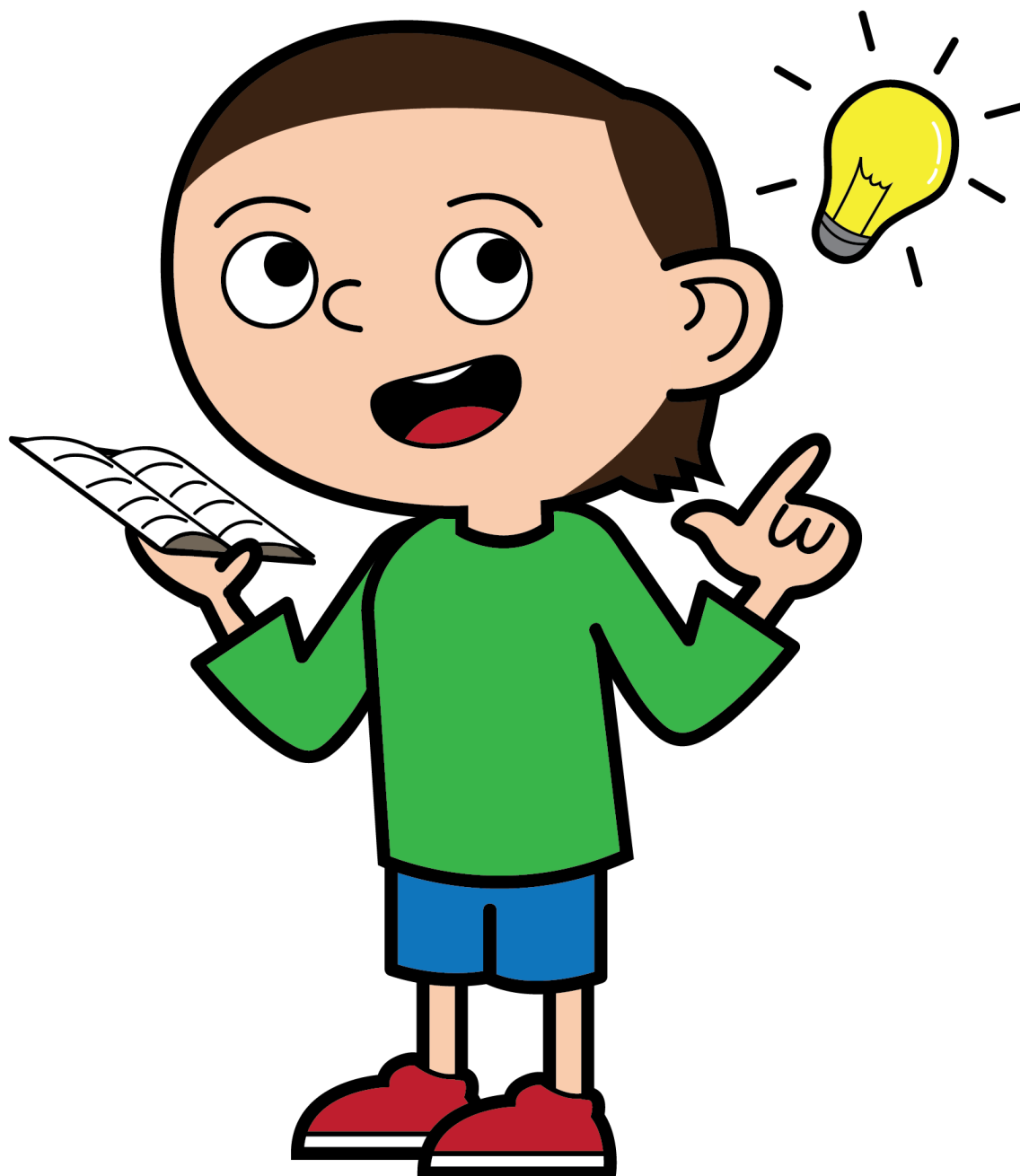
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What makes you feel anxious at school?



SESSION II:

Group Closure & Reflection



SESSION II: Group Closure

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:

- Group folders
- "How Do You Feel Today?" poster
- 1 Small Group Post-Survey per student
- 1 "My Time in Group" worksheet per student (choose either option)
- Printed and cut out discussion cards
- 18 cut out Coping Skills Charades cards
- 1 certificate for each student, with their name written on it
- Pencils
- Markers or crayons

DIRECTIONS:

- You may choose to start each session with the **feelings check-in**.
- **Explain** that today we will reflect on what we learned and experienced in group.
- Give each student a **small group post-survey** and ask them to write their name at the top. 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," or "not yet" circles.
- **K - 1st Grades:** Give each student a **"My Time in Group" worksheet**. Students can write on the lines and draw a picture in the frame about what they learned in group. Once they're done, students can share with the group.
- **2nd - 5th Grades:** Give each student a **"My Time in Group" worksheet**. Ask them to fill in the boxes with writing and drawings about their experiences in group. Once they're done, students can share with the group.
- Give each student a **discussion card**. Ask them to read it aloud (or you can read it aloud for them) and share their responses with the group.
- Place the **18 Coping Skills Charades 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!

Let's see what you learned in group!

Circle your answers to the questions below.

Yes




















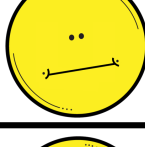






Maybe



Not yet



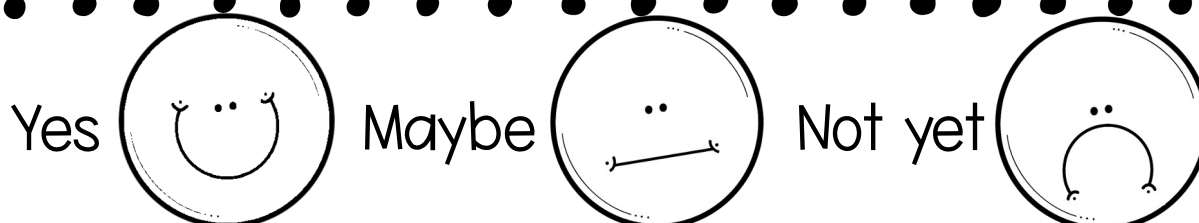
I can define "anxiety."			
I can describe what anxiety looks like in my body.			
I can describe what anxiety feels like in my body and brain.			
I can define "anxiety triggers."			
I can identify my anxiety triggers.			
I can define "coping skills."			
I can use and practice coping skills.			
I can control my anxiety and worries.			


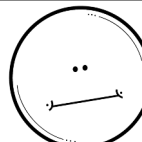
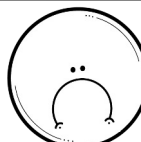




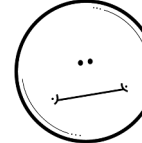
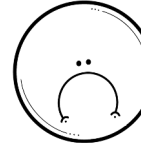




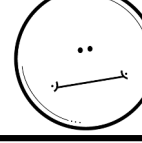
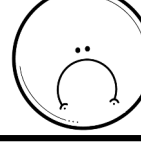


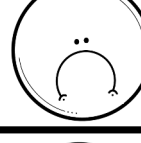

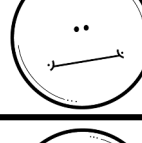
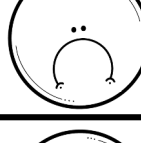



Name: _____

Small Group POST-SURVEY

Let's see what you learned in group!

Circle your answers to the questions below.



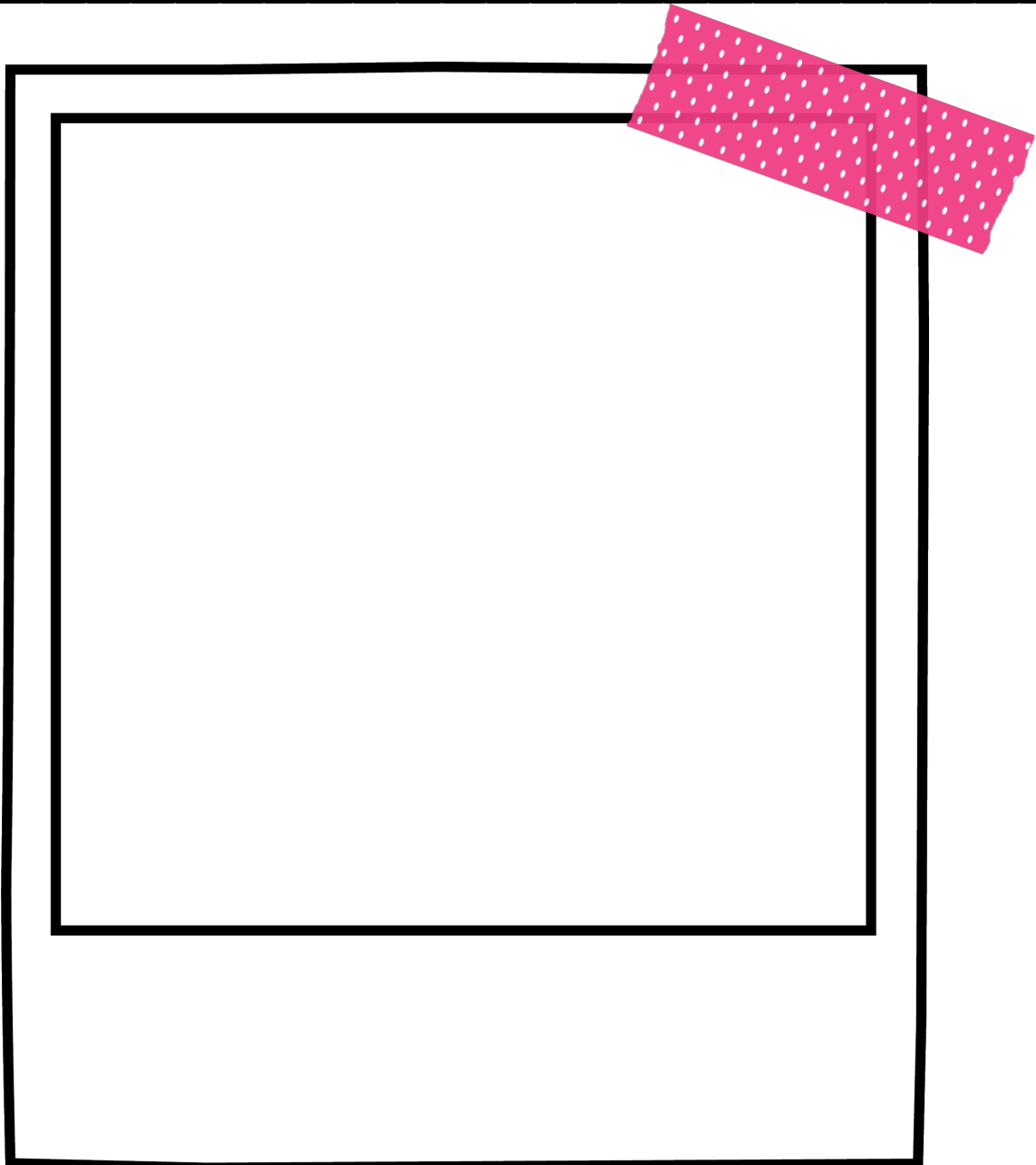
I can define "anxiety."			
I can describe what anxiety looks like in my body.			
I can describe what anxiety feels like in my body and brain.			
I can define "anxiety triggers."			
I can identify my anxiety triggers.			
I can define "coping skills."			
I can use and practice coping skills.			
I can control my anxiety and worries.			

Name: _____

My TIME IN GROUP

Write and draw about what you learned in group.





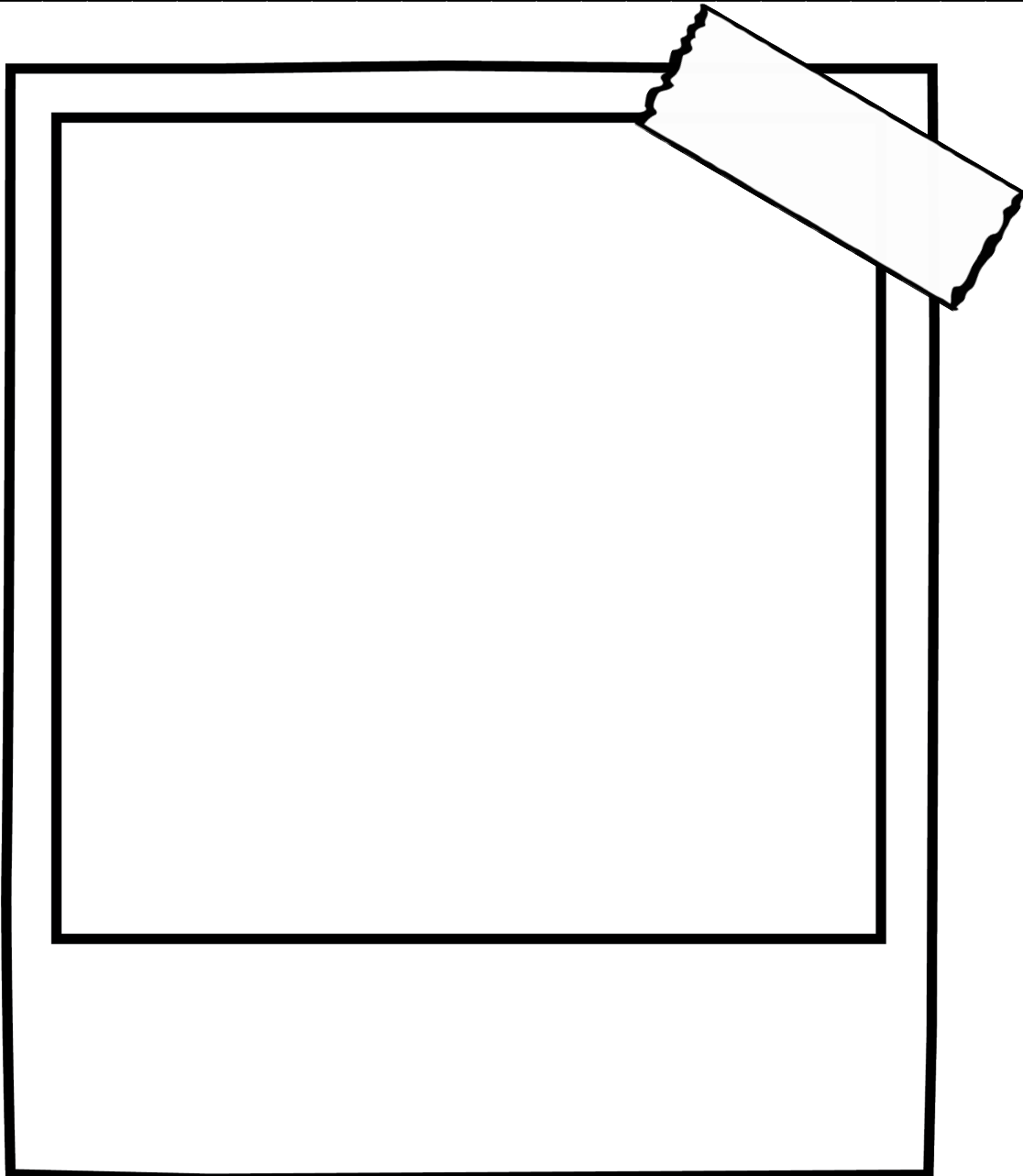
Name: _____

© Music City Counselor

My TIME IN GROUP

Write and draw about what you learned in group.





Name: _____

My TIME IN GROUP

Write and draw about your experience in group.

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: _____

© Music City Counselor

My TIME IN GROUP

Write and draw about your experience in group.

IN GROUP I LEARNED:

MY FAVORITE MEMORY
IN GROUP

MY FAVORITE ACTIVITY WAS:

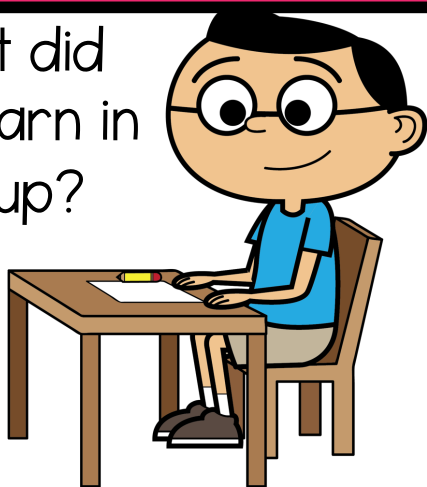
I WILL KEEP PRACTICING:

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

Discussion Cards

LET'S SHARE!

What did you learn in group?



LET'S SHARE!

If you could change one thing about group, what would it be?



LET'S SHARE!

What was your favorite memory from group?



LET'S SHARE!

What is something that you learned in group that you want to keep practicing?



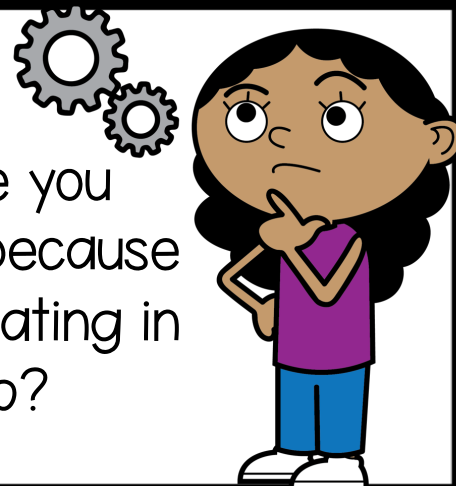
LET'S SHARE!

What was your favorite activity from group?



LET'S SHARE!

How are you different because of participating in group?



Coping Skills Charades Cards

TAKE A BREAK



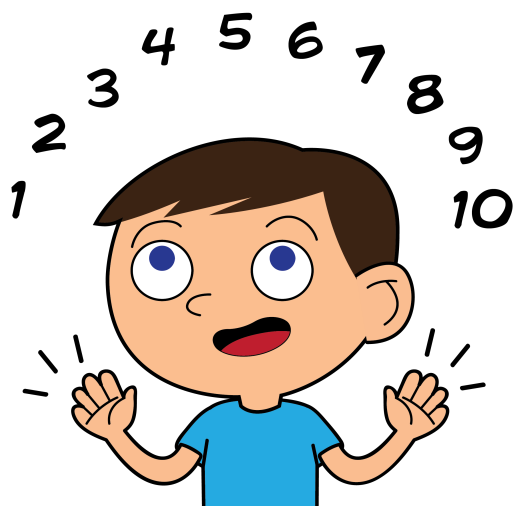
TAKE DEEP BREATHS



GO TO THE CALM CORNER



COUNT TO 10

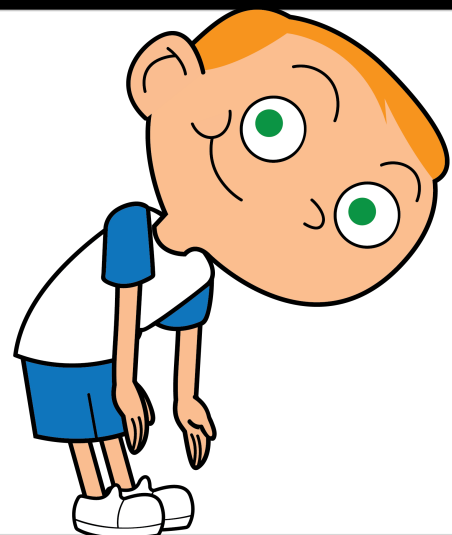


Coping Skills Charades Cards

DRINK WATER



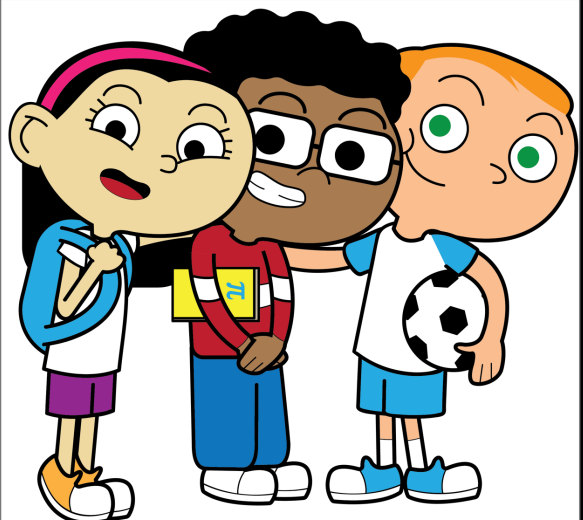
STRETCH



USE TOOLS



**SEEK SUPPORT
FROM FRIENDS**



Coping Skills Charades Cards

**IMAGINE A
HAPPY PLACE**



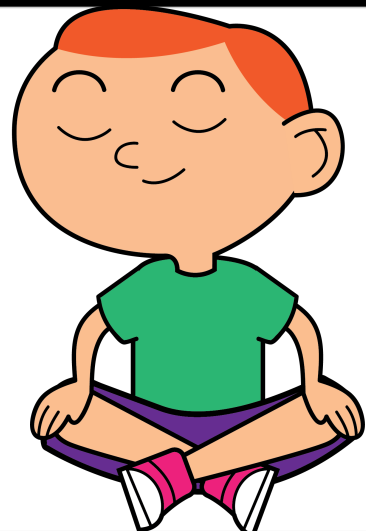
**HUG A STUFFED
ANIMAL**



LISTEN TO MUSIC



**PRACTICE
GROUNDING**



Coping Skills Charades Cards

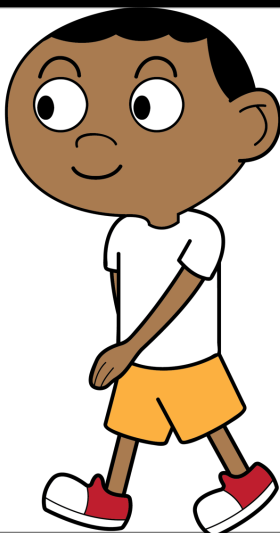
DRAW OR PAINT



PLAY WITH DOUGH



TAKE A WALK

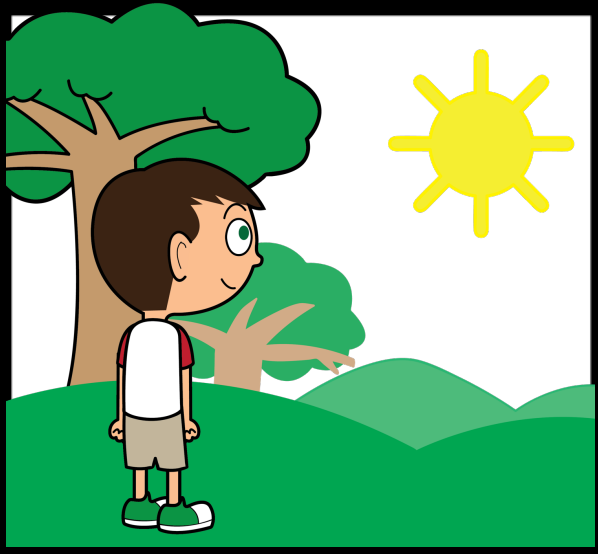


READ A BOOK

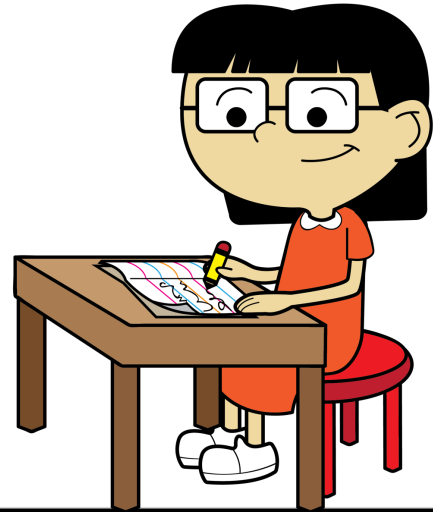


Coping Skills Charades Cards

**SPEND TIME IN
NATURE**



**WRITE OR
JOURNAL**



CONGRATULATIONS!



You have successfully completed
"The Peaceful Pals" small group!
We are so proud of you!

School Counselor

Date

CONGRATULATIONS!

.....



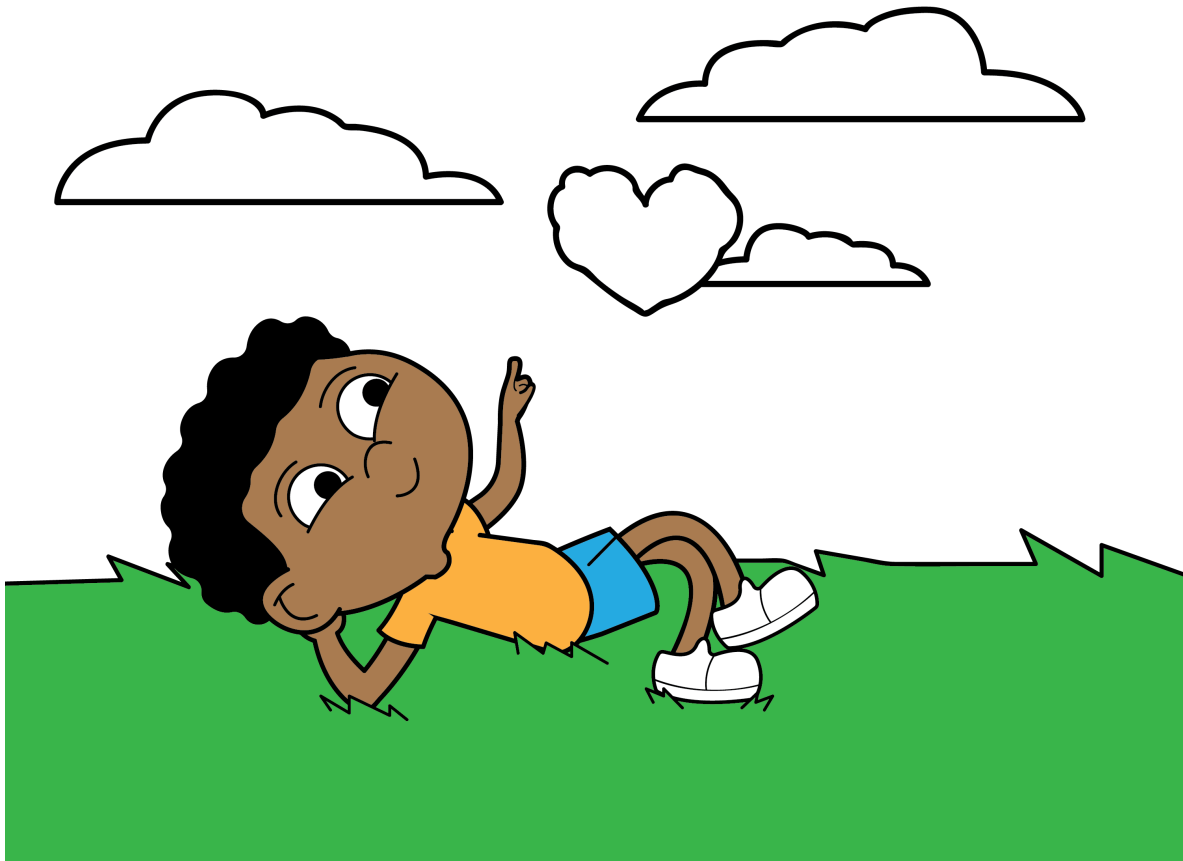
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Date

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.....



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"The Peaceful Pals" small group!
We are so proud of you!

School Counselor

Date