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| **School Name** | Central Elementary School, Counselor: Chloe Smith |
| **Annual Student Outcome Goal** | At the end of this 6-week small group, students will be able to identify specific stressors in their life, differentiate between stress and anxiety, and implement tangible coping skills in moments of stress and/or anxiety. |
| **Title/Theme** | Stress and Anxiety |
| **Grade Levels** | Upper Elementary |
| **Description** | |
| This group will help students identify specific stressors and/or triggers for anxiety in their lives, have in-depth conversations with other students who have similar backgrounds and experiences, and walk away with at least 3 tangible coping skills to implement in future moments of anxiety. | |
| **Mindsets & Behaviors** (Limit of three) | |
| 1. B-SMS 7. Effective coping skills  2. B-SMS 2. Self-discipline and self-control  3. M. 3 Sense of belonging in the school environment | |
| **Mindsets & Behaviors Survey Items**  1. I feel anxious every day.  141 Thumbs Up Down Neutral Stock Photos and Images - 123RF  *thumbs up = most of the time, thumb sideways = sometimes, thumbs down = never*  2. I can name at least 3 coping skills I could use in a moment of stress or anxiety.  141 Thumbs Up Down Neutral Stock Photos and Images - 123RF  *thumbs up = most of the time, thumb sideways = sometimes, thumbs down = never*  3. My anxiety feels unbearable and prevents me from participating in daily activities at home or at school.  141 Thumbs Up Down Neutral Stock Photos and Images - 123RF  *thumbs up = most of the time, thumb sideways = sometimes, thumbs down = never*  4. I have one trusted adult at school AND one trusted adult at home that I could ask for help if I need it.  141 Thumbs Up Down Neutral Stock Photos and Images - 123RF  *thumbs up = most of the time, thumb sideways = sometimes, thumbs down = never* | |
| **Group Unit: At-a-Glance** | |
| 1. Introductions and Definitions, 1 Coping Strategy  2. Group Norms, Break the Ice, 1 Coping Strategy  3. Stress vs. Anxiety, Recognition, 1 Coping Strategy  4. Anxiety and the Brain, 1 Coping Strategy  5. Ball of Control, 1 Coping Strategy  6. Wrap Up, Dear Group Activity | |
| **Group Session Objectives** | |
| Session Number | Mindset and Behavior and Materials Needed |
| Session #1 | **Title:** Introductions and Definitions  **MSB:** M. 3 Sense of belonging in the school environment  **Description:** Students will get to know other group members, completing an ice breaker to help with this. We will brainstorm group norms/rules that we will finalize next week. Each student will receive a mini journal. Anonymous notecard activity (write what makes you the most anxious on one side and write what anxiety feels/looks like to you on the other), counselor reads answers to establish that we’re more alike than we are different. Coping strategy: journaling/writing  **Materials Needed:**  White board  Expo marker  Journal for each kid  Pencil for each kid  3x5 notecard for each kid |
| Session #2 | **Title:** Group Norms and Breakin’ the Ice  **MSB:** B-SMS 2. Self-discipline and self-control  **Description:** Together we will establish five group rules/norms. Each student will write these in the front of their journal. We will spend 5 minutes journaling – journal prompt given by counselor. Ice breaker: Conversation cube. Coping strategy: triangle breathing  **Materials Needed:**  White board  Expo marker  Journal for each kid  Pencil for each kid  Triangle breathing hand-out |
| Session #3 | **Title:** Stress vs. Anxiety and Defining What it is for Me  **MSB:** B-SMS 7. Effective coping skills  **Description:** Discussion re: stress vs. anxiety (how are they similar, how are they different, etc.),stress vs. anxiety worksheet, coping strategy: 5-4-3-2-1  **Materials Needed:**  Stress vs. anxiety worksheet  Pencil for each kid |
| Session #4 | **Title:** How It Works in my Noggin  **MSB:** B-SMS 2. Self-discipline and self-control  **Description:** Video of what happens when our “lid gets flipped,” discussion re: that (pre-made discussion questions), coping strategy: drink an ice cold drink (explain the science behind shocking our nervous system) - (counselor brings Gatorade and pours over ice for each student)  **Materials Needed:**  Gatorade  A cup for each student  YouTube video - https://www.youtube.com/watch?v=2xeDcPBD5Fk  Device to display video on |
| Session #5 | **Title:** Let’s Talk Control  **MSB:** B-SMS 2. Self-discipline and self-control  **Description:** Circle of control worksheet, coping strategy: healthy/appropriate distraction  **Materials Needed:**  Circle of control worksheet for each kid  Pencil for each kid |
| Session #6 | **Title:** Our Final Words  **MSB:** M. 3 Sense of belonging in the school environment  **Description:** Termination session, each student writes a letter to the group of what they want to tell the group as we wrap up, each student reads that to the group, coping strategy: talk it out with a friend or trusted adult  **Materials Needed:**  Student journals  Pencil for each kid |