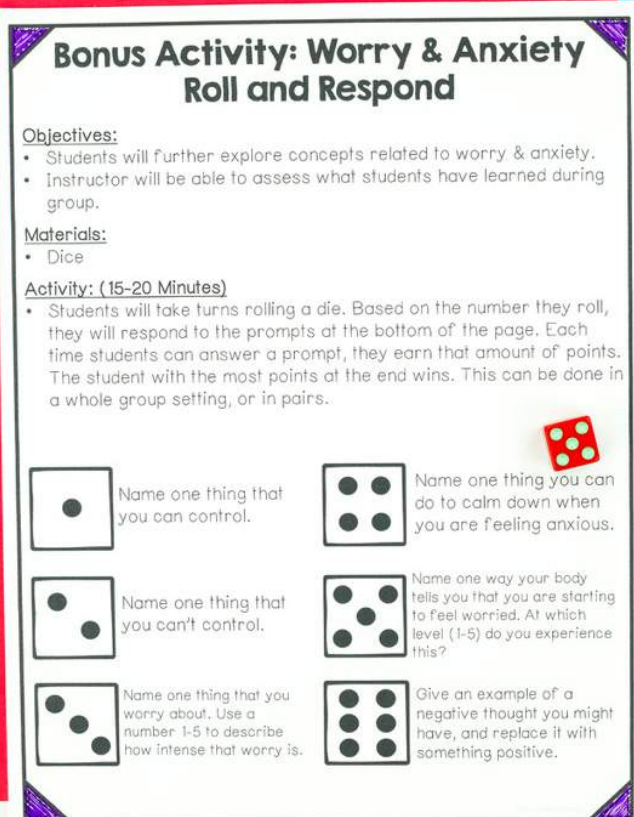


Use this group to help your students better understand and cope with their anxiety!



Bonus Activity: Worry & Anxiety Roll and Respond

Objectives:







- Students will further explore concepts related to worry & anxiety.
- Instructor will be able to assess what students have learned during group.

Materials:

- Dice

Activity: (15-20 Minutes)

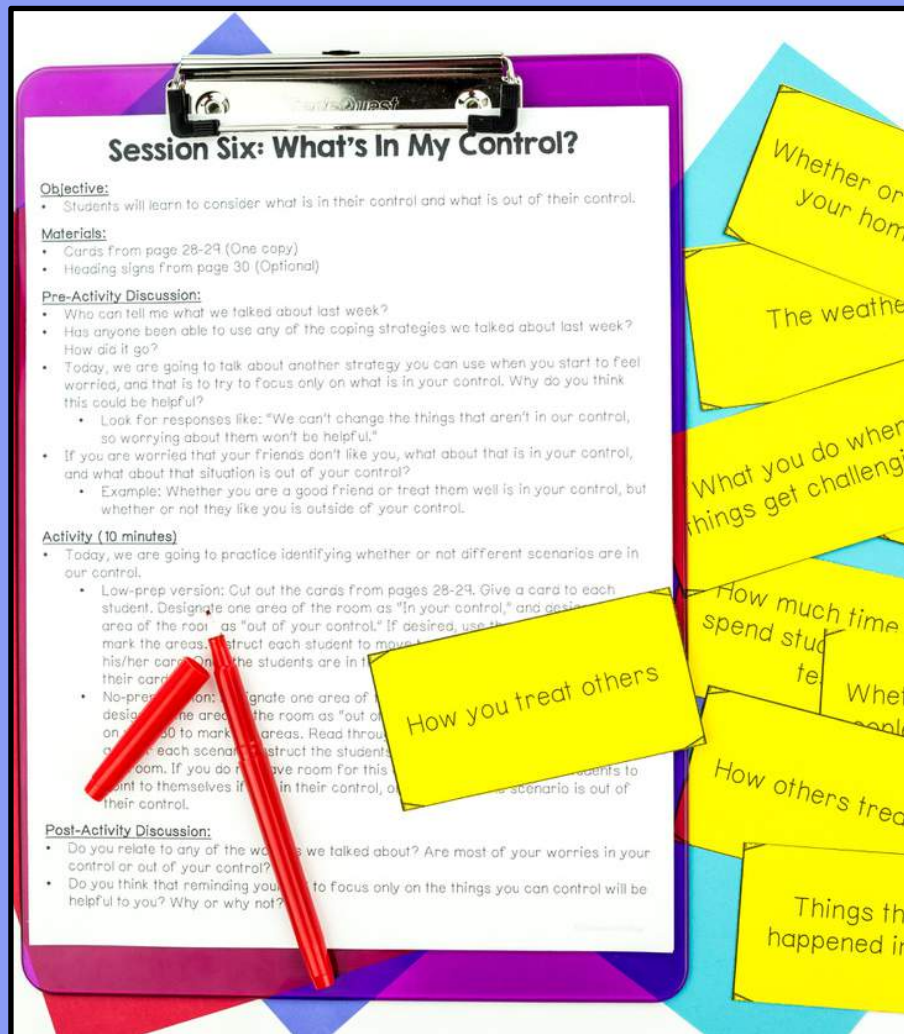
- Students will take turns rolling a die. Based on the number they roll, they will respond to the prompts at the bottom of the page. Each time students can answer a prompt, they earn that amount of points. The student with the most points at the end wins. This can be done in a whole group setting, or in pairs.

 Name one thing that you can control.	 Name one thing you can do to calm down when you are feeling anxious.
 Name one thing that you can't control.	 Name one way your body tells you that you are starting to feel worried. At which level (1-5) do you experience this?
 Name one thing that you worry about. Use a number 1-5 to describe how intense that worry is.	 Give an example of a negative thought you might have, and replace it with something positive.

WHAT'S INCLUDED:

- 6 No-Prep lessons with editable follow up notes for families
- 2 Bonus activities
- An editable permission form
- 2 Assessments

6 NO-PREP LESSONS



Each Lesson Includes:

- Objectives
- Discussion points
- Activity directions and materials
- A follow up note to families

Lesson 1: How Anxiety Happens

THE OBJECTIVE:

- Students will have a basic understanding of what is happening in their brains and bodies when they are feeling worried.

THE ACTIVITY:

- Students will learn hand motions/sounds to help them remember what happens when they are anxious. Then, they will complete a cut and paste activity.

Session One: How Anxiety Happens

Objectives:

- Students will identify what anxiety is.
- Students will have a basic understanding of what is happening in their brains and bodies when they are feeling worried.

Materials:

- Poster/Visual aid from page 8 (One copy per student)
- Cut and paste worksheets from page 9
- Scissors
- Glue/Tape

Pre-Activity Discussion:

- Help everyone to start off our...

Session One: How Anxiety Happens (Cont'd)

Activity: (10-15 minutes)

- Now, we are going to do an activity to help us remember the path of anxiety.
- I am going to say each part of the path, and you are all going to respond with a sound.
- Instructor says: "Something Happens"
- Students say: "P-
- Instructor says: "P-
- Students say: "P-

The Path Of Anxiety

Name: _____

Something happens - You have a thought, you hear something, you see something, you remember something, etc.

Your amygdala senses danger, and wants to protect you.

Your body responds with increased heart rate, blood pressure, and faster breathing.

Your brain responds and use other parts of your brain to relax your body and calm your brain.

Of Anxiety

YOUR AMYGDALA (THE EMOTION CENTER OF YOUR BRAIN) SENSES DANGER, AND WANTS TO PROTECT YOU.

YOUR BODY RESPONDS INCREASED HEART RATE, BLOOD PRESSURE, AND FASTER BREATHING.

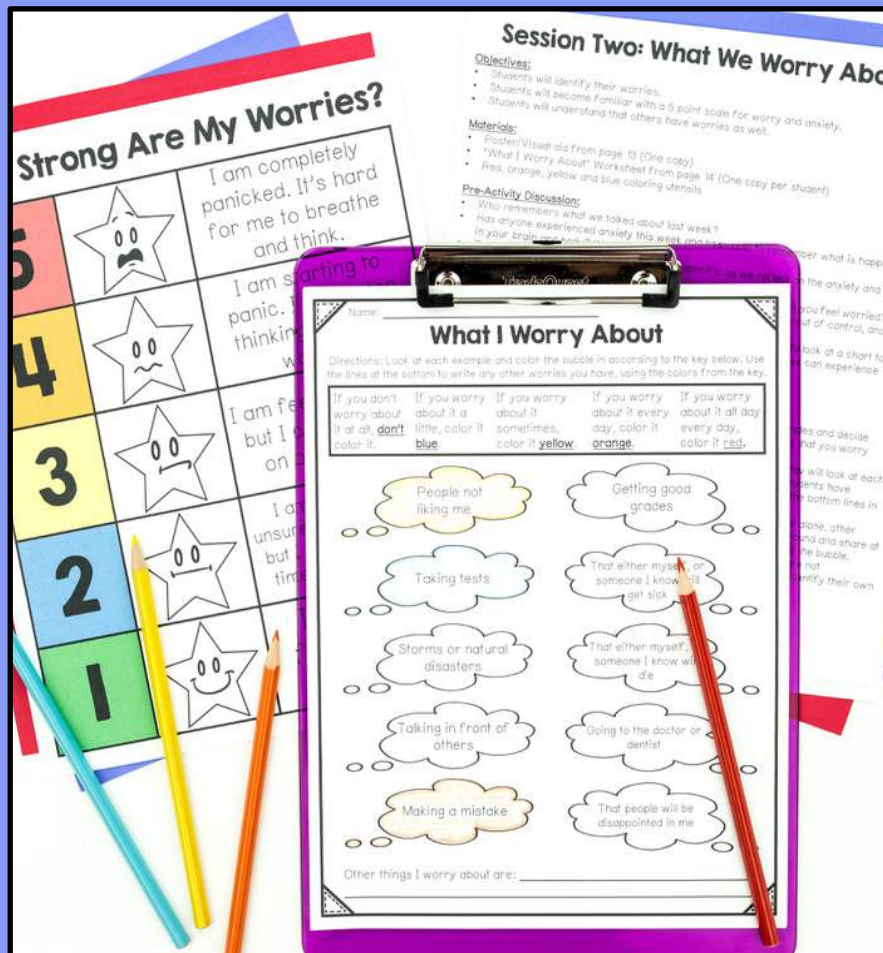
Lesson 2: What We Worry About

THE OBJECTIVE:

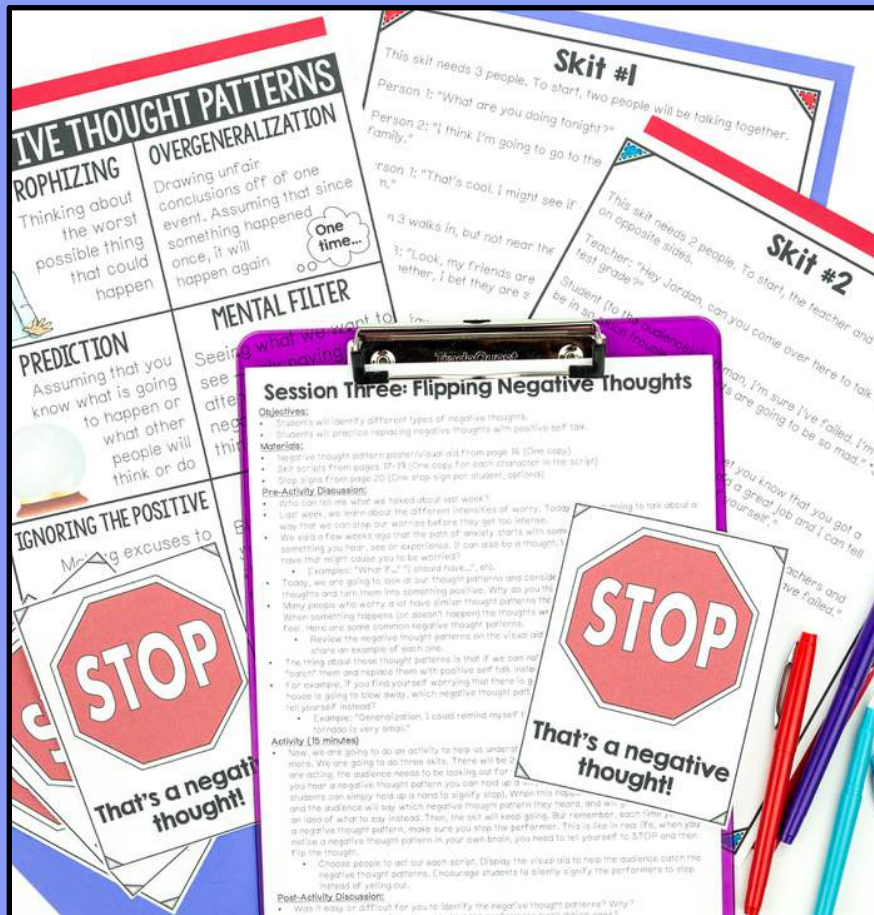
- Students will identify what they worry about and the severity of those worries.

THE ACTIVITY:

- Students will look at different scenarios and decide how intense their worries are about each situation. They will color the thought bubble according to the colors of the chart, and then share a few of their answers with the group.



Lesson 3: Flipping Negative Thoughts



THE OBJECTIVE:

- Students will learn about different negative thought patterns and identify positive thoughts they can have instead.

THE ACTIVITY:

- Students will perform skits and practice identifying and replacing the negative thought patterns of the characters.

Lesson 4: Recognizing My Anxiety

Session Four: Recognizing My Anxiety

Objective:

- Students will learn to recognize when they are feeling worried.

Materials:

- Chart from page 27 (One copy, optional)
- Flip book templates from page 28-29 (one copy per student)
- Scissors
- Glue/tape
- Writing utensils

Pre-Activity Discussion:

- Who can tell me what we talked about last week?
- Knowing what makes us worried is important when we are trying to control our anxiety, but sometimes it is hard to catch and flip our thoughts before we start feeling worried about them. So today, we are going to learn how to identify when we feel anxious.
- Our bodies do a wonderful thing and they give us warning signs that we are starting to feel anxious. These warning signs are things we say, things we do, how our bodies look and how our bodies feel.
- Our bodies give us these warning signs for other feelings too, such as when we are tired or hungry. How does your body tell you that you are hungry? Tired?
- Today we are going to talk about how it tells us we are feeling worried. When we learned about the path of anxiety a few weeks ago, we talked about the fact that when our amygdala senses danger, our brains release different hormones that cause our bodies to experience different physical sensations. If we pay close attention to our bodies, our words and our actions, we can "catch" our worries before they get too intense. Why do you think this would be important?
- Now, we are going to go through 4 different ways that our bodies might tell us that we are feeling anxious – how we look, how we feel, what we do and what we say.
 - As a group, go through each of those criteria and ask students to share their own answers. You can record the answers on a board, or you can use the chart from page 27.
- For many of us, if our emotions are already so intense that they are at a level 5, it can be really difficult to bring them back down. However, if we can learn to recognize them when they are at a level 2 or 3, we can manage them much easier since we are still in control at that point.
 - Refer to the worry level chart from page 16.

Activity (10 minutes)

- Now, we are going to take time to consider the warning signs our bodies give us for different levels of anxiety. For each level, I want you to think about how your bodies feel, how they look, what you do and what you say.
 - Pass out the flip book materials from pages 28-29, and instruct students to assemble the flip book worksheet according to the directions on page 28.

Post-Activity Discussion:

- Did you learn anything new about your worry/anxiety by doing this exercise?
- How will identifying your worry/anxiety before it gets too intense be helpful to you?

Flip Book Template:

This is how my body looks...	...	at I	at I	v my	...	v my	...	at I	at I
LEVEL 4									
This is how my body looks...	This is how my								
LEVEL 2									

Directions: Use these flip books to consider the "warning signs" your body gives you at each worry level. Cut out each of the 5 rectangles. Trace the pieces from this page. Then, for...

Name: _____

THE OBJECTIVE:

- Students will learn to recognize when they are feeling worried.

THE ACTIVITY:

- Students will make mini flap books as they reflect on their "warning signs" for each of the 5 levels of anxiety.

Lesson 5: Coping With Worries

THE OBJECTIVE:

- Students will identify multiple things they can do to cope with their worries.

THE ACTIVITY:

- Students will work together as a group to identify positive coping skills for their worries. Then, they will get into pairs and play a game to help them become more familiar with the strategies.

Dear Families,
I hope you are doing well. We had a great time today during our small group as we talked about positive ways to handle our worry and anxiety. To begin our time, we worked together as a group to come up with as many coping skills as possible. We put them into four different expressive/wonderful categories.

Once we had the best for the strategies.

To help you start to feel better, we will work on a refrigerator help them out. Don't hesitate to reach out if you need any help.

Dear Families,
I hope you are doing well. We had a great time today during our small group as we talked about positive ways to handle our worry and anxiety. To begin our time, we worked together as a group to come up with as many coping skills as possible. We put them into four different expressive/wonderful categories.

Once we had the best for the strategies.

To help you start to feel better, we will work on a refrigerator help them out. Don't hesitate to reach out if you need any help.

We can cope with our worries!

DISTRACTION COPING SKILLS	SOOTHING/CALMING COPING SKILLS

Session Five: Coping With Worries

Objective:

- Students will identify multiple things they can do to cope with their worries.

Materials:

- Chart from page 32 (One copy, optional)
- Blank paper (to rip into pieces), or post-it notes
- Writing utensils

Pre-Activity Discussion:

- Who can tell me what we talked about last week?
- Now that we know what happens with our brains and bodies when we have anxiety, and what causes our own worries, we are going to talk about how we can calm down when we are feeling anxious or worried.
- Together, we are going to come up with as many calming strategies, or coping skills, as possible.
 - Use the chart on page 32, or write the students' ideas on the board.
- To start, we are going to talk about coping skills that will distract us from the worries we are having. Why do you think this would be helpful?
 - Encourage students to share examples of distraction coping skills such as doing something fun, playing a game, watching a movie, etc. Record their answers on the chart or board.
- Next, we are going to move on to soothing, or calming coping skills. These calming activities can help us slow down our bodies and our brains. Why do you think this would be helpful?
 - Encourage students to share examples such as deep breathing, mindfulness, going to a quiet place, etc. Record their answers on the chart or board.
- Now, we are going to talk about ways that we can express our feelings of worry and anxiety. Why do you think that would be helpful?
 - Encourage students to share examples such as journaling, drawing, or talking to someone you trust. Record their answers on the chart or board.
- Lastly, we are going to talk about any other coping skills that you can think of that would be helpful.
 - Record any additional ideas on the chart or board.

Activity (10 minutes)

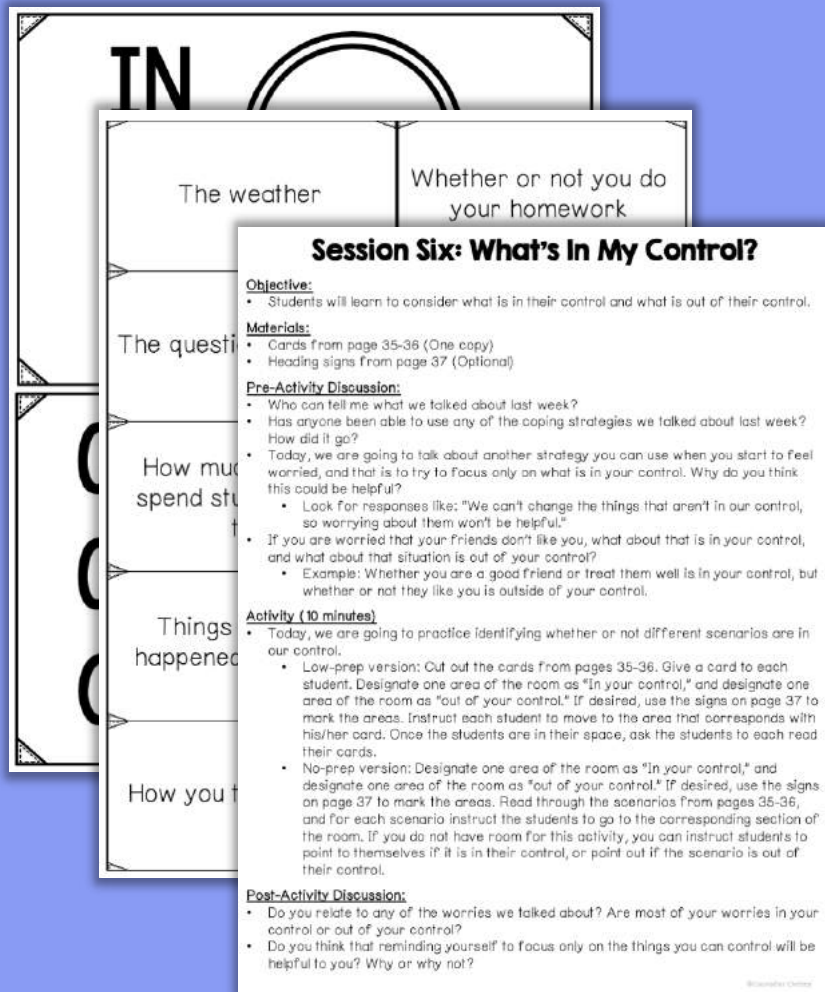
- Now, we are going to do an activity to help us remember these coping skills.
 - Instruct the students to get into groups of 2 as you pass out paper or post-it notes to each student. If you are passing out paper, instruct them to rip the paper into 5 pieces.
- Alright, now look at the list that we came up with and choose 5 coping skills that you think would be most helpful to you. Write one down on each piece of paper. Fold the paper and put it on the table between you and your partner.
- When you are done, you and your partner will take turns drawing one piece of paper from the pile and acting it out without words. The person who is not acting it out will have to guess which coping skill is being acted out, and then the partners will switch roles. You will keep doing this until you are out of papers in the middle.
 - If you are interested in making it a competition, you can tell the students that the first partnership to guess all of their coping skills will be the winners.

Post-Activity Discussion:

- Which coping skills do you think will be most helpful to you? Why?
 - Encourage each student to share at least 3 strategies.
- This week, anytime you sense that you are starting to feel anxious I want you to try to use some of these coping skills.

©Curriculum Outcomes

Lesson 6: What's In My Control?



THE OBJECTIVE:

- Students will learn to consider what is in their control and what is out of their control.

THE ACTIVITY:

- Students will look at different examples and decide whether they decide something that's in our control or out of our control.

2 BONUS ACTIVITIES

Bonus Activity: Worry & Anxiety Roll and Respond

Objectives:


- Students will further explore worry & anxiety
- Instructor will be a facilitator for the whole group.


Materials:


- Dice

Activity: (15-20 Minutes)

- Students will take turns rolling the dice and they will respond to the prompts. The time students can spend on each prompt. The student with the highest number on a whole group setting.

 Name one thing you can control.

 Name one thing you can't control.

 Name one thing you worry about. Number 1-5 for how intense.

Bonus Activity #1: Grounding Strategies Spinner

Objective:

- Students will create a spinner that they can take home with grounding strategies to use when they feel worried.

Materials:

- Spinner topper and base sheet (one copy per student)
- Brad (one per student)
- Scissors

Activity:

- Students will construct their spinners by cutting out the topper and the base sheet. They will then align the two pieces with the topper on the top. They will attach the pieces by poking a brad through the center dot on the topper and the middle of the spinner base, and then flattening the prongs on the back of the spinner.
- Once the students have created their spinners, use them to practice the coping skill of grounding by using the prompts on the spinner. As a group, start with 5, and then go all the way to 1. You can encourage students to share their answers out loud for each prompt, or they can keep their responses to themselves.

©Counselor Cheryll

These activities will help your students further explore worry & anxiety and review the topics and skills your students have learned!

Activities Include:

- "Grounding Strategies Spinner"
- "Worry & Anxiety Roll and Respond"

2 ASSESSMENTS

The image shows two overlapping assessment forms. The top form is titled "Worry & Anxiety Self Assessment" and includes a "Name:" field and a rating scale from 1 to 5. The bottom form is titled "Worry & Anxiety Assessment" and includes fields for "Child's Name:", "Date:", and "Name and role of the person completing the form:". It also features a rating scale and a list of seven statements to be rated. A legend box in the center of the bottom form defines the rating scale: 1-Always False, 2-Mostly False, 3-Not Sure, 4-Mostly True, 5-Always True. The bottom form also has a "Total Score:" field and an "Additional Comments:" section.

Worry & Anxiety Self Assessment

Please rate these questions based on to what extent

Name: _____

I feel worried every day. 1 2 3 4 5

I know what is happening. 1 2 3 4 5

I can tell when I'm starting. 1 2 3 4 5

I can name 3 things that I can control. 1 2 3 4 5

I think more about the things I can control. 1 2 3 4 5

I am able to change my thoughts. 1 2 3 4 5

Worry & Anxiety Assessment

Please rate these questions based on to what extent they are true or false:

Child's Name: _____ Date: _____

Name and role of the person completing the form: _____

1- Always False
2- Mostly False
3- Not Sure
4- Mostly True
5- Always True

1. The child's worry and anxiety doesn't interfere with their daily life. 1 2 3 4 5

2. The child understands what's happening in their brain when they feel worried. 1 2 3 4 5

3. The child can identify what makes them worried. 1 2 3 4 5

4. The child can identify when they are feeling worried. 1 2 3 4 5

5. The child is able to calm down when they are worried. 1 2 3 4 5

6. The child is encouraging to themselves when they are feeling worried. 1 2 3 4 5

7. The child is able to focus on the things they can control. 1 2 3 4 5

Total Score: _____

Additional Comments: _____

There are two assessments designed to measure growth in your students

- A Self-Assessment
- An assessment to be completed by a teacher, family member or other adult in the student's life

NOTES TO FAMILIES

Dear Families,

I hope you are doing well. I wanted to take time to let you know what we talked about today during our small group time. In today's lesson, we focused on identifying the things that we worry about. The purpose of this was to help students identify their anxiety before it gets out of control, and to better prepare for situations that might make them worried.

To begin, we talked about 5 different levels of anxiety that all vary in intensity. For example, at a level 2, someone may feel unsure about something, but it doesn't dominate their thoughts. However, if someone is experiencing anxiety at a level 5, they are completely panicked and having a hard time calming down.

Once we discussed the different levels of anxiety, we talked about the frequency of worry that may be associated with different things. Each student looked at several possible worries and decided how often they worry about each situation.

We finished our time together by sharing some of these things with each other, as a reminder that we're not alone in our worry or anxiety.

A great way to continue this conversation at home is to ask your child to share the thing(s) that they worry about most. Then, work together to create a plan to help them manage these worries. This will remind your child that they are not alone and that they have people to support them in this.

Don't hesitate to reach out with any questions!

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Don't hesitate to reach out with any questions!

Each of the 6 lessons includes a follow up note to families to let them know what the lesson was about and how they can support their child at home.

There is also a permission form included that families can sign if they do not want their child to participate in the group.

The follow up notes and permission form are able to be edited using Microsoft PowerPoint.

WHAT PEOPLE ARE SAYING...

“I used this book with a fourth grade group. The activities were great and the students really enjoyed them. It held their attention and made learning about anxiety easy”

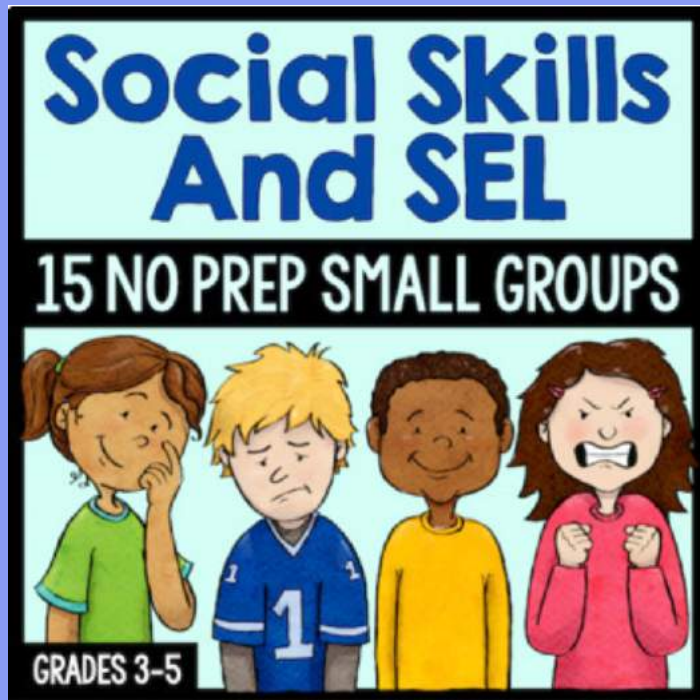
–Lisa C.

“Love this! No prep is my favorite because the days are too busy with little time to prep. This hits the key concepts needed to address anxiety and is still engaging without requiring me to do much prep or planning ahead. Thank you!”

– Amanda C.

“Excellent for my kiddos who have difficulty recognizing and managing anxiety. These lessons open the door to have continued conversations about the topic after introducing a common language and visuals.” – Alicia F.

NEED MORE SMALL GROUPS? BUNDLE & SAVE!



This resources is included in a set of other NO-PREP small group plans. The bundle includes small groups for the following topics:

- Self-Esteem
- Friendship
- Self-Control
- Anger Management
- Self-Regulation
- Social Skills
- Worry & Anxiety
- Coping Skills
- Leadership
- Mindfulness
- Growth Mindset
- Respect
- Test Anxiety
- Conversation Skills
- Following Directions

SEE THE BUNDLE HERE