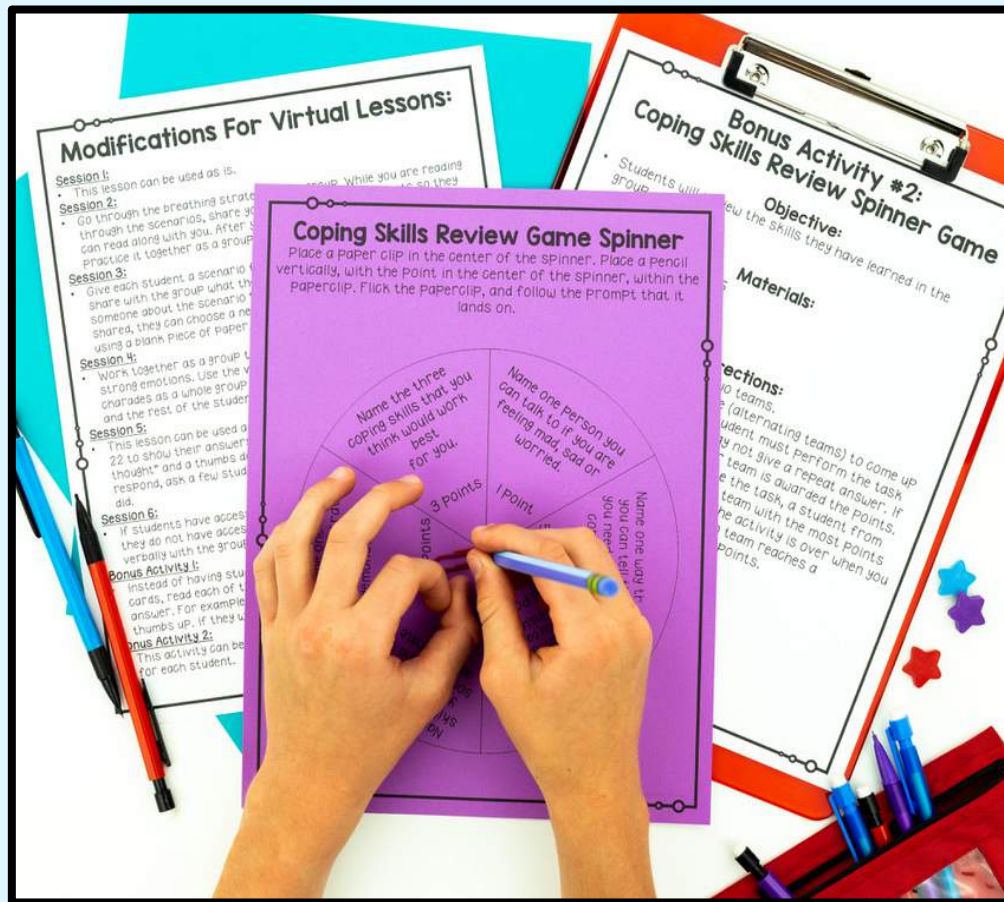


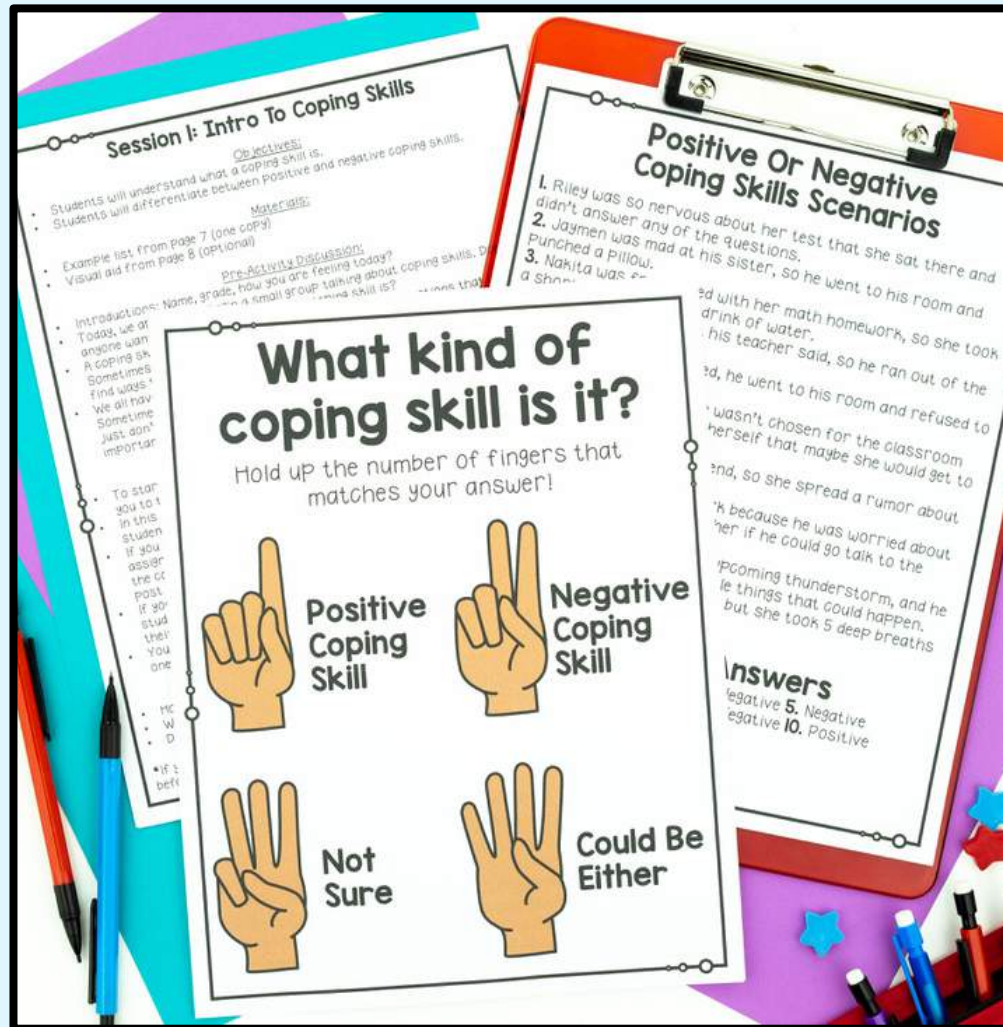
Use this small group plan to help your students learn about and practice coping skills.



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: Intro To Coping Skills

Positive Or Negative Coping Skills Scenarios

1. Riley was so nervous about her test that she sat there and didn't answer any questions.
2. Jaymen punched a student in the hallway.
3. Nakita was late for school every day because she had a short bus ride.
4. Xavier was always the first to get to school every morning.
5. When Carlos was in class, he always let anyone talk over him.
6. Layla was always the first to get to school every morning because she had a job she had to do.
7. Georgia was always the first to get to school every morning because she had a job she had to do.
8. Eli could never get along with his sister because she was always in his school clothes.
9. Henry was always the first to get to school every morning because he started in the morning.
10. Ellie was always the first to get to school every morning because she started in the morning.

1. Negative
6. Positive

Session 1: Intro To Coping Skills

Objectives:

- Students will understand what a coping skill is.
- Students will differentiate between positive and negative coping skills.

Materials:

- Example list from Page 9 (one copy)
- Visual aid from Page 10 (optional)

Pre-Activity Discussion:

- Introductions: Name, grade, how you are feeling today?
- Today, we are going to begin a small group talking about coping skills. Does anyone want to share what you think a coping skill is?
- A coping skill is the way that we handle the feelings or emotions that we have. Sometimes, we have feelings that are unpleasant or uncomfortable, and we find ways to manage those feelings. Does anyone know of any coping skills?
- We all have coping skills, but not all of our coping skills are positive. Sometimes, we do things to handle our feelings that are harmful, unsafe, or just don't make us feel any better. All feelings are OKAY to have, but it is important that we handle them in a way that is appropriate and safe.

Activity: Positive Or Negative? (15 minutes)

- To start out our group, we are going to talk about some scenarios, and I want you to think about whether you think the coping skill is negative or positive. In this activity, you will read through the scenarios on Page 9, and then students will "vote" on what they think.
- If you have a large space and would like to incorporate movement, you can assign each answer to a different corner of the room. Students can move to the corner that corresponds with their answer. It is helpful to put a sign or post it note in each corner so students can easily find the correct corner.
- If you do not have space, or are looking for a quicker activity, you can ask students to vote by holding up the number of fingers that corresponds with their answers (use the visual aid on Page 10).
- You will read through each scenario, and then students will vote. You can ask one or two students to share why they chose the answer that they did.

Post-Activity Discussion:

- How would you define a coping skill if you were talking to a friend?
- What is the difference between a positive and negative coping skill?
- Do you usually handle your feelings in a negative way or a positive way?

If you are choosing to use the data collection survey, have students fill it out before this session.

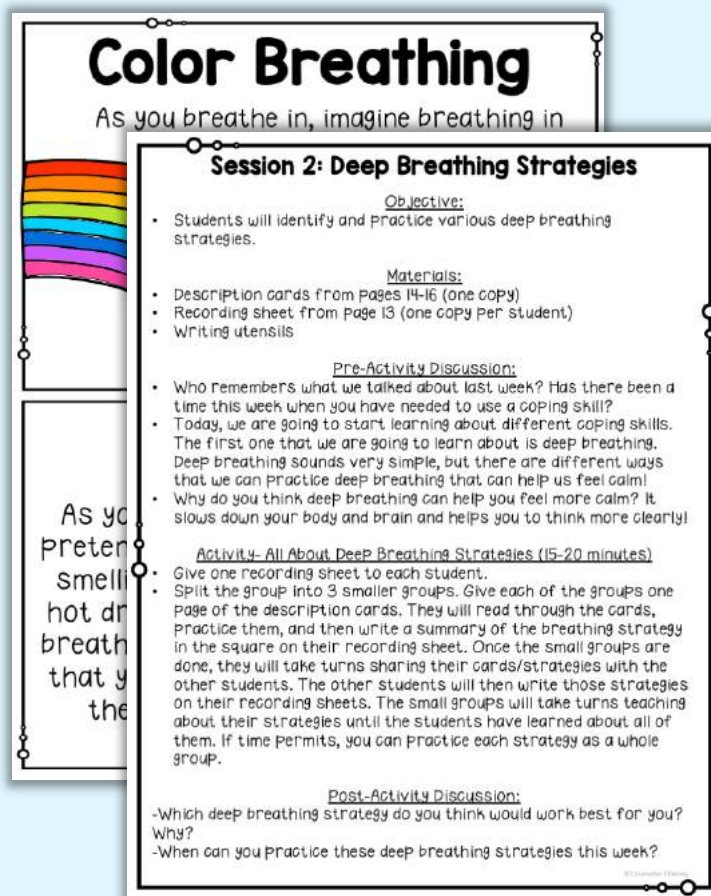
THE OBJECTIVE:

- Students will understand what a coping skill is, and learn to differentiate between a positive and negative coping skill.

THE ACTIVITY:

- Students will look at different coping skills and vote on whether or not they think each one is a positive or negative coping skills.

Lesson 2: Deep Breathing Strategies



Color Breathing
As you breathe in, imagine breathing in

Session 2: Deep Breathing Strategies

Objective:

- Students will identify and practice various deep breathing strategies.

Materials:

- Description cards from Pages 14-16 (one copy)
- Recording sheet from page 13 (one copy per student)
- Writing utensils

Pre-Activity Discussion:

- Who remembers what we talked about last week? Has there been a time this week when you have needed to use a coping skill?
- Today, we are going to start learning about different coping skills. The first one that we are going to learn about is deep breathing. Deep breathing sounds very simple, but there are different ways that we can practice deep breathing that can help us feel calm!
- Why do you think deep breathing can help you feel more calm? It slows down your body and brain and helps you to think more clearly!

Activity- All About Deep Breathing Strategies (15-20 minutes)

- Give one recording sheet to each student.
- Split the group into 3 smaller groups. Give each of the groups one page of the description cards. They will read through the cards, practice them, and then write a summary of the breathing strategy in the square on their recording sheet. Once the small groups are done, they will take turns sharing their cards/strategies with the other students. The other students will then write those strategies on their recording sheets. The small groups will take turns teaching about their strategies until the students have learned about all of them. If time permits, you can practice each strategy as a whole group.

Post-Activity Discussion:

- Which deep breathing strategy do you think would work best for you? Why?
- When can you practice these deep breathing strategies this week?

THE OBJECTIVE:

- Students will identify and practice various deep breathing strategies.

THE ACTIVITY:

- Students will split into groups and then read about and practice 2 different breathing strategies. Then, they will teach the other members of the group about the strategies. In total, each student will learn and practice 6 different strategies.

Lesson 3: Talking Or Writing About My Feelings

THE OBJECTIVE:

- Students will practice talking and writing about their feelings.

THE ACTIVITY:

- Students will pretend that they are experiencing different situations, and will think about how they could talk about their feelings in those situations. Then, students will practice writing about their feelings using the journal prompts provided.

Writing About Your Feelings

If you are feeling upset, or overwhelmed by your feelings, it can help to write them down. Here are some questions you can answer when you write.

- What are you feeling?
- What are you thinking about?
- How have you been feeling lately?
- What has been bothering you?
- How do you feel about that?
- What are you going to do about it?
- What will you do if you feel that way again?

Talking About Your Feelings

Another way to help you feel better is to talk about your feelings with someone you trust. You can use some of the following questions to help you talk about your feelings.

- I feel _____.
- I feel _____.
- I feel _____.
- I feel _____.
- Can I tell you about _____?

If you aren't sure who to talk to, here are some people you could talk to:

- Parents
- Grandpa
- Babysitter
- Teacher
- Counselor
- Principal

Session 3: Talking Or Writing About My Feelings

Objectives:

- Students will practice talking about their feelings.
- Students will practice writing about their feelings.

Materials:

- Scenario cards from page 19 (one copy)
- Writing utensils (one per student)
- Journal sheet for each student from page 20 (optional - you can also use blank paper)
- Handout from page 21 (one per student)

Pre-Activity Discussion:

- Who remembers what we talked about last week? Did anyone use any of the deep breathing strategies we talked about? Were they helpful?
- Today, we are going to talk about expressing our feelings by talking about them or writing about them. Why do you think that these coping skills would be helpful?
- Sometimes, getting our feelings out in the open - whether that is through talking or writing - can help us to better understand them and better cope with them. Also, if we talk about our feelings to someone else, he/she may have ideas of how we can calm down and manage our feelings.
- This can be hard because we don't always know what to say or what to write. Today, I am going to give you a handout that you can take home that will give you some ideas.
 - Give the handout to each student and briefly read over it.

Activity: Role Play (15-20 minutes)

- First, we are going to practice talking about our feelings with each other.
- Split the group into partners of two. Cut out the cards from page 19 or give the students the whole list. Students will choose one of the cards (or choose their own scenario from the list). One student will role play talking about the situation, and the other student will role play listening. When they are done, the partners will choose another topic and switch roles. If time permits, students can switch partners and repeat the activity.
- When they are done, pass out a piece of blank paper, or the journal sheet from page 20. Instruct students to choose one of the journal prompts from the handout and respond to it. If desired, you can collect these as an exit ticket. Give students 5 minutes to complete the journal.
- Encourage students to use the handout as a guide when completing these activities.

Post-Activity Discussion:

- Was it easy or difficult to talk about your feelings? Why?
- Was it easy or difficult to write about your feelings? Why?
- Would you rather write about your feelings or talk about your feelings?

Lesson 4: Using Physical Coping Skills

Physical Coping Skills
Instead of hitting, kicking, shoving or throwing, I can...

Session 4: Using Physical Coping Skills

Objective:

- Students will identify and practice coping skills they can use when they need to exert physical energy.

Materials:

- Whiteboard/Chalkboard or sheet from Page 24
- Writing utensils
- Post-it notes or small pieces/strips of paper
- Poster/visual aid from Page 25 (optional)

Pre-Activity Discussion:

- Who remembers what we talked about last week? Can someone share a story from this past week about when they wrote about their feelings or talked to someone about them? Did it help?
- Today, we are going to talk about coping skills that you can use when you want to get your feelings out in a physical way. Instead of hitting, kicking, breaking, throwing, etc., we are going to talk about some other things that you can do!
- What are some situations you have been in when you needed to express your feelings in a physical way? Why do you think this can be helpful?

Activity- All About Physical Coping Skills (15-20 minutes)

- Ask your students to share ideas of physical coping skills. For examples, see the completed poster on page 25. Write their ideas on a chalkboard/whiteboard, or on the sheet from page 24.
- Once students have provided examples, have each student write down each coping skill on a post-it note or a strip/piece of paper.
- Once they are done, have each student partner with another student, and place the coping skill papers face down. The partners will then play a charades-like game where one player will pick up a card, and act it out, and the other player will have to guess which coping skill it is.

Post-Activity Discussion:

- Which physical coping skill do you think would be most helpful to you? Why?
- Were there any coping skills we have talked about that you hadn't thought about before?

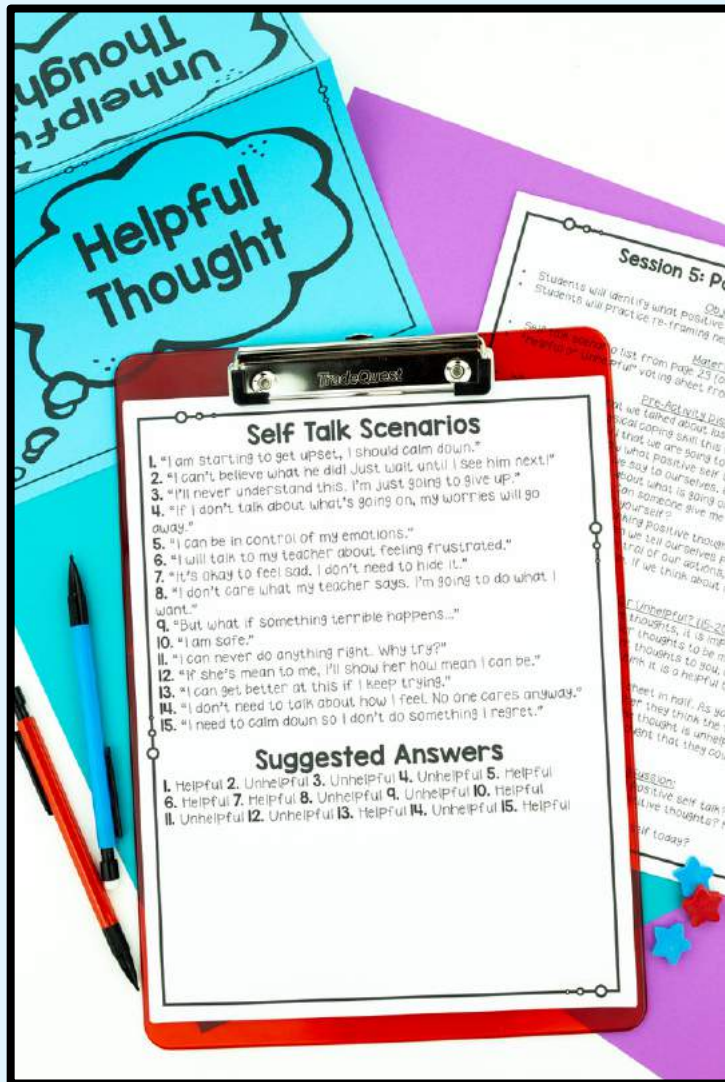
THE OBJECTIVE:

- Students will learn coping skills they can use to express their feelings in a physical way.

THE ACTIVITY:

- Students will learn about physical coping skills using a variety of learning styles such as talking about them, writing them down, and acting them out.

Lesson 5: Positive Self Talk



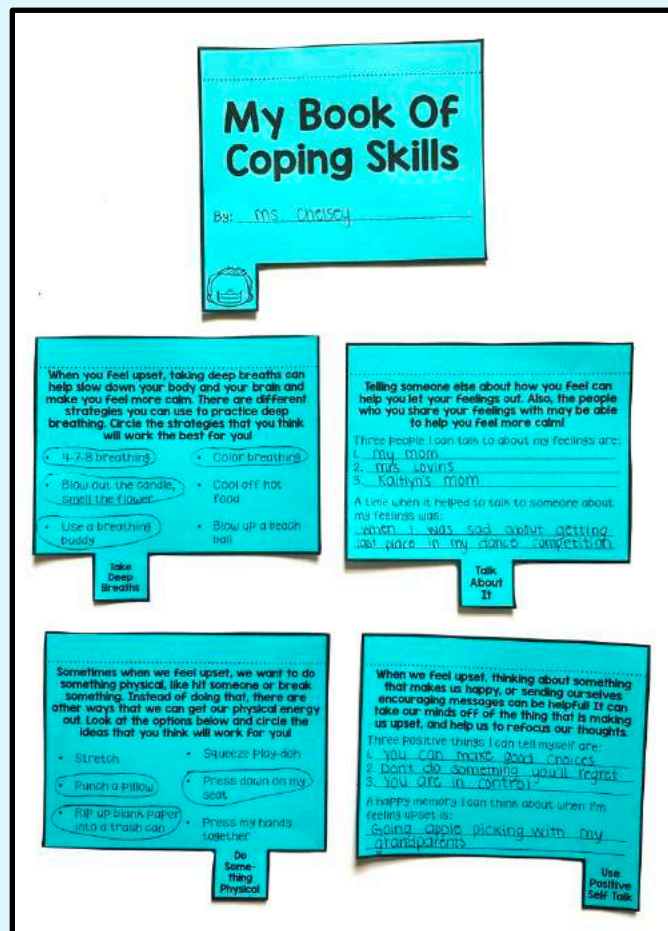
THE OBJECTIVE:

- Students will learn what positive self-talk is and will practice flipping negative self-talk statements.

THE ACTIVITY:

- Students will look at different self-talk statements and decide whether they are negative or positive statements. If they are negative, students will practice changing them into positive statements.

Lesson 6: My Coping Skills Plan



THE OBJECTIVE:

- Students will review the coping skills they have learned, and think about how they can use them in real life.

THE ACTIVITY:

- Students will create a booklet that will help them reflect on various coping skills.

2 BONUS ACTIVITIES

Bonus Activity #2: Coping Skills Review Spinner Game

- Students in group.

- Spinner
- Pencil
- Paperclip

- Divide the class into groups of 4-6 students.
- Select one student from each group to be the spinner.
- The spinner spins the spinner and the student that he/she lands on reads the scenario. If that student says "yes" or "no," the other students in the group run out to the next station.
- Previous

Bonus Activity #1: Coping Skills Review Scoot Game

Objective:

- Students will differentiate between healthy and unhealthy coping skills.

Materials:

- Answer grid from page 38 (one grid per student)
- Task cards from pages 39-40 (one copy)
- Writing utensils (one per student)

Directions:

Distribute one answer grid to each student.

No-Prep version:

- Read the scenarios from the cards on pages 39-40 and have the students circle the correct answer on their answer grid. Another option is to have them give a thumbs up for "yes" or a thumbs down for "no."

Low-Prep version:

- Cut out the cards on the following pages and place them throughout the room. Have students travel from card to card and record the answers on their answer grids. Give them around 30 seconds at each station and then yell "scoot" when it is time for them to move to the next card. This game is meant to be fast-paced to keep students engaged. Review the answers after the activity to gauge understanding. Answer key can be found on page 41.

These activities will help your students further explore the topic of coping skills and to review the topics and skills your students have learned!

Activities Include:

- "Coping Skills Review Scoot Game"
- "Coping Skills Review Review Spinner Game"

2 ASSESSMENTS

Coping Skills Self-Assessment

Name: _____

Please rate _____

I know what _____
1 2 3 4 5

I am good at _____
1 2 3 4 5

I can name _____
1 2 3 4 5

I can name _____
1 2 3 4 5

I know two _____
1 2 3 4 5

I know how _____
1 2 3 4 5

Coping Skills Assessment

Child's Name: _____ Date: _____

Name and role of the person completing the form: _____

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

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

1. The child understands the importance of positive coping skills.
1 2 3 4 5

2. The child can name 3 things that they can do to feel more calm.
1 2 3 4 5

3. The child practices deep breathing when they start to feel upset.
1 2 3 4 5

4. The child can identify 3 people they can talk to when they feel upset.
1 2 3 4 5

5. The child can get their physical energy out in a healthy way – not by physical aggression towards themselves or others.
1 2 3 4 5

6. The child is kind and encouraging to themselves.
1 2 3 4 5

7. The child is usually able to calm down when they feel upset.
1 2 3 4 5

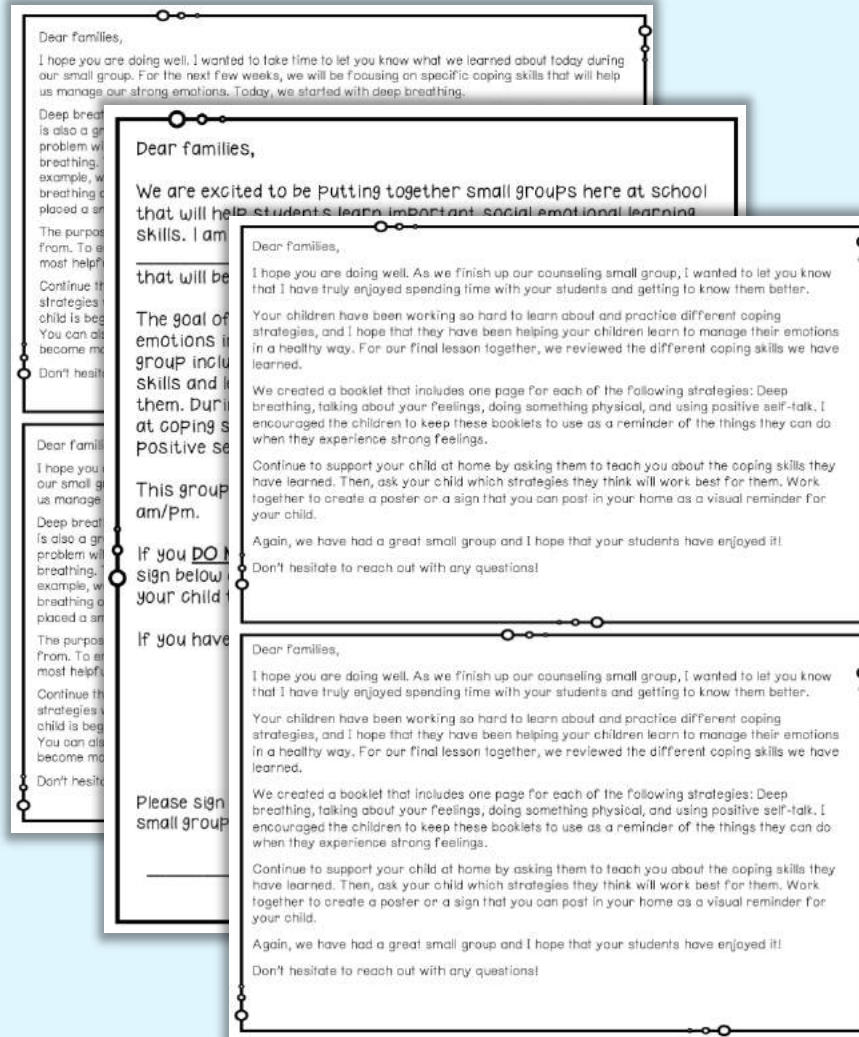
Additional Comments: _____

Total Score: _____

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



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...

“Amazing small group!
Super easy to use and
follow. Very engaging for
my students as well!”

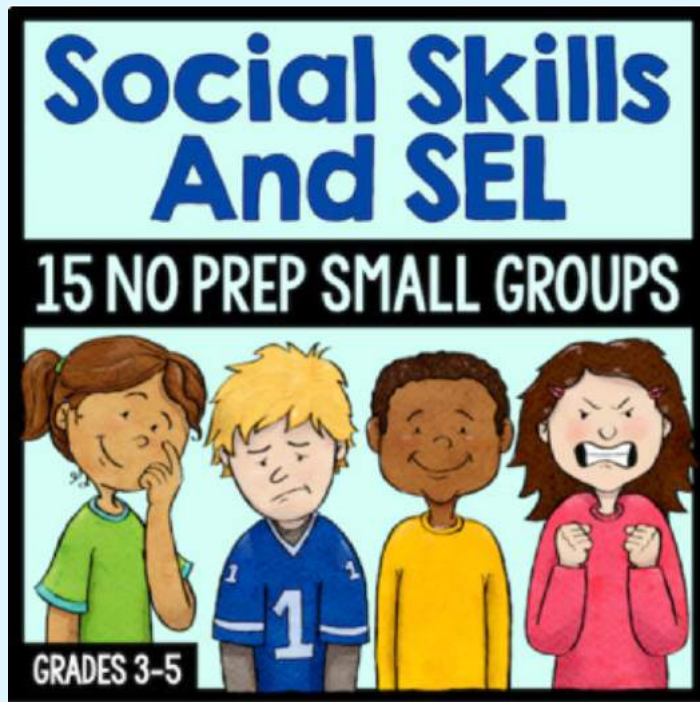
– Emma P.

“I really like it, it is
perfect to work with my
children, everything is
ready to apply. Thank
you very much.”

–Meraki O.

“My students were totally excited about this
curriculum! I have been leading a few small group
counseling sessions using these lessons and so far
the kids have thoroughly enjoyed what they are
learning! I am stoked to continue using this material
for future groups.” – Karsyn M.

NEED MORE SMALL GROUPS? BUNDLE & SAVE!



This resources is included in a set of other NO-PREP small group plans. The bundle includes 3-5 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