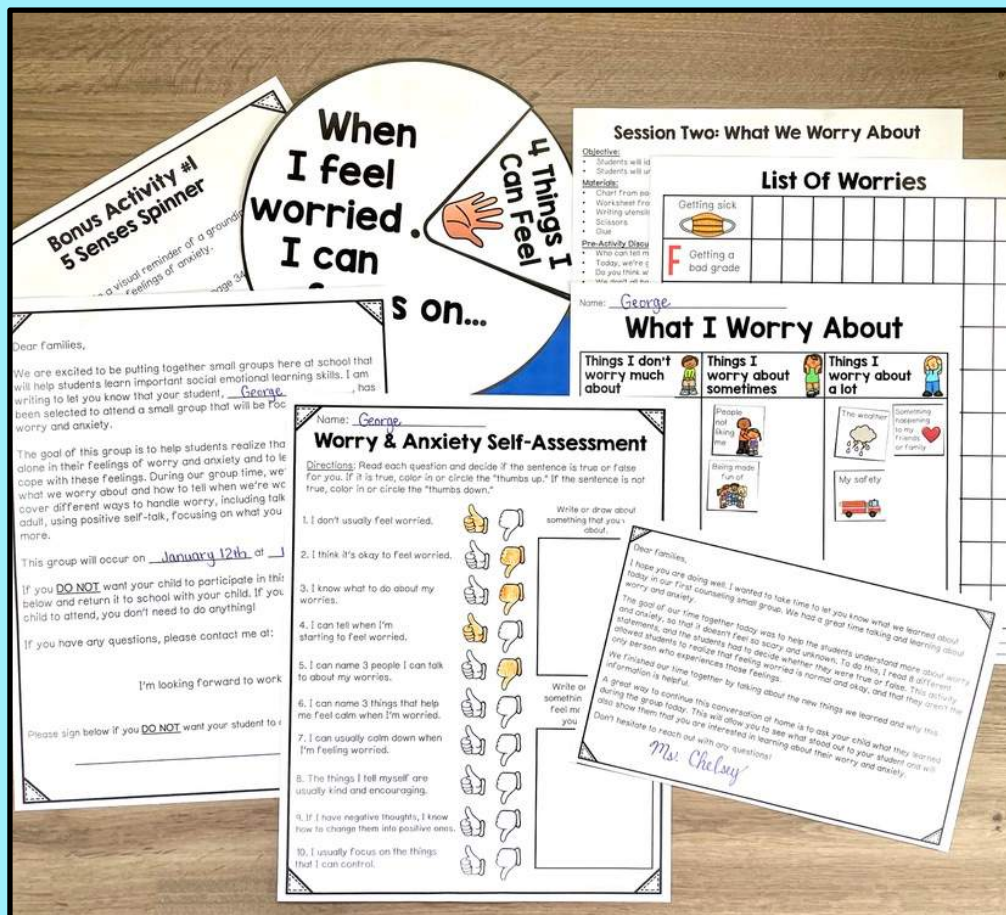


Use this group to help your K-2 students better understand and cope with their anxiety!

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 picture book recommendation
- A follow up note to families

Session Two: What We Worry About

Objective:

- Students will identify the things that cause them to feel worried.
- Students will understand that they are not alone in their worries.

Materials:

- Chart from page 12 (One copy, optional)
- Worksheet from page 13 (One per student)
- Writing utensils
- Scissors
- Glue

Pre-Activity Discussion:

Ask students to tell me what we talked about last week? We're going to spend some time talking and thinking about what we worry about. Do you think we all have the same worries, or do we worry about different things? Do you think we all have the same way of worrying, but there are other people that worry about the same things? Does it make you feel that other people have some of the same worries?

What I Worry About

Things I don't worry much about	Things I worry about sometimes	Things I worry about a lot
The dark	People not liking me	The weather

List Of Worries

Getting sick													
Getting a bad grade													
People not liking me													
The weather													
Going to the doctor or dentist													
Taking tests													
Being made fun of													
Getting in trouble													
Making a mistake													
Something happening to my friends or family													

Our worries that our group has:

My safety

Being made fun of

Something happening to my friends or family

Getting in trouble

Getting sick
Getting bad grades
Making a mistake
Taking tests
Going to the doctor
What's going on in the world
Being alone

Lesson 1: All About Worry

True Or False Statements

1. I'm the only one who feels worried.
 - This is false! Everyone feels worried sometimes. It's a very normal feeling.
2. I'm a bad person when I feel worried.
3. It's a bad thing to feel worried.
4. I don't know what to do when I feel worried.
5. There are things that I can do to help my worries.
6. It's a bad thing to feel worried.
7. Sometimes I feel worried.
8. I should be happy when I feel worried.

Session One: All About Worry

Objective:

- Students will gain a better understanding of worry and anxiety.

Materials:

- True or false statements from page 9 (one copy)
- Self-assessment from page 7 (optional – one copy per student)
- Writing utensils so that students can complete the self-assessment

Pre-Activity Discussion:

- Hello everyone! To start off our group time together, I want each person to share their name, their grade/teacher and one thing they enjoy.
- It sounds like we enjoy doing a lot of different things, which is great! While we are all different, we are the same in a lot of ways too. One of the ways that we are the same is that we all experience feelings. We experience all types of feelings every day. Can anyone name some feelings?
- In our time together as a group, we are going to be talking about the feeling of worry. Worry is a feeling that everyone experiences at one time or another. What are some things that might make someone feel worried?
- Everyone feels worried sometimes, but for some of us, our worries are really strong and happen a lot. Our worries may even keep us from doing some of the things that we enjoy. This can sometimes be called "anxiety." Has anyone ever heard that term before? Where have you heard it?
- Having a lot of worries can feel scary sometimes, which can make us worry even more. Today, we're going to learn more about worry so that we can better understand what's happening when we feel worried, so it doesn't feel as scary.

Activity: True Or False (15 Minutes)

- To help us learn more about worry and anxiety, I'm going to read a few statements and you have to decide whether or not you think it's true. Don't worry about getting the right answer, the purpose of this game is just to learn!
 - Read through the prompts from page 9. For each prompt, students will decide whether they think the statement is true or false. Students can move to one side of the room if they think the answer is true, and they can move to the other side of the room if they think the answer is false. If your space doesn't allow for this, ask students to give a "thumbs up" for true and a "thumbs down" for false. After students share what they think the answer is, share the correct answer, as well as the explanation provided for each scenario.

Post-Activity Discussion:

- Which statement and answer surprised you the most?
- Why do you think learning all of these things about worry and anxiety will be helpful to you?
- Over the next few weeks, we'll be learning even more about our worries. This will help us understand our feelings better and know what to do with them!

*If you are using the self-assessment, have students complete the form at the end of this session.

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THE OBJECTIVE:

- Students will get a better understanding of worry and anxiety.

THE ACTIVITY:

- The instructor will read different statements about worry and anxiety and the students will decide whether they are true or false. Sample statements include:
 - There are things that I can do to help my worries
 - I'm a bad person when I feel worried.

Lesson 2: What We Worry About

Name: _____

What I Worry About

Things worry about

Session Two: What We Worry About

Objective:

- Students will identify the things that cause them to feel worried.
- Students will understand that they are not alone in their worries.

Materials:

- Chart from page 12 (One copy, optional)
- Worksheet from page 13 (One per student)
- Writing utensils/Coloring utensils
- Scissors
- Glue

Pre-Activity Discussion:

- Who can tell me what we talked about last week?
- Today, we're going to spend some time talking and thinking about *what* we worry about.
- Do you think we all have the same worries, or do we worry about different things?
- We don't all have the same exact worries, but there are other people that worry about the same things that you worry about. How does it make you feel that other people have some of the same worries that you do?
- Why do you think it is important to understand what it is that makes you feel worried?
 - Examples: It can help you identify your anxiety before it gets out of control, and better prepare you for situations that make you worried.

Activity: What I Worry About (10-15 minutes)

- Today, we are going to take time to think about the things that we worry about. You are going to look at different things and decide whether you don't worry about them much, worry about them sometimes, or worry about them a lot. While you are working, I'm going to call each of you over and ask you whether or not you worry about different things. I'm going to color in a spot for each thing that you worry about. Then, at the end of our time together, I'm going to show the group the spaces that are colored in, as a reminder that you aren't alone in your worries! When I color the spaces in, I won't write your name, so no one will know who worries about what!
 - Give each student a worksheet from page 13. Instruct them to cut out the worries at the bottom of the page and paste them into the correct column. It may help to review the worries at the bottom of the page, so that students know what they all say.
 - While students are working, pull the students aside individually to discuss the things they are worried about from page 12. Color in one space for each worry that the child shares.

Post-Activity Discussion:

- Does anyone want to share any of the things on their chart that they worry about?
 - Don't press students to share if they are not comfortable doing so.
- Now, let's take a look at the chart of worries for our group. What do you notice about it?
 - Share some things that you noticed, such as common trends, or the fact that everyone has worries.
- How does it feel to know that other people have some of the same worries that you have?
- Now that you have taken time to figure out which things you worry most about, I want you to share that with an adult you trust. Sometime over the next week, tell someone else what you worry about. Telling an adult about these things will give them a chance to help you manage your worries.
- As you leave the group today, I want you to tell me who you're going to talk to about your worries.

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THE OBJECTIVE:

- Students will identify the things that make them feel worried.

THE ACTIVITY:

- Students will complete a cut and paste worksheet to help them categorize their worries by severity.
- The group will also compile a chart of the things they worry about to remind them that they are not alone in their worries.

Lesson 3: What Worry Feels Like

Name: _____

How My Worries Feel

Direct color about worrie in you

Session Three: What Worry Feels Like

Objective:

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

Materials:

- Worksheet from page 16 (One per student)
- Chart from page 17 (One copy, optional)
- Writing utensils/Coloring utensils

Pre-Activity Discussion:

- Who can tell me what we talked about last week?
- Knowing the things that we worry about is an important part of understanding our feelings, but it's also important to be able to tell when you are starting to feel worried.
- Why do you think it can be helpful to notice that you are starting to feel worried?
- If we can realize that we are worried, it will be easier for us to control, or deal with our worries before they get too intense or out of control.
- Now, we're going to talk about how we can know when we're feeling worried.
- Sometimes, you might not realize that you're feeling worried, but thankfully our body gives us some warning signs that can let us know that we're starting to feel worried.
- Some of these warning signs may include how you look, how your body feels, what you say, what you do, and what you think when you feel worried. Then, when you notice these things happening, you'll be able to tell that you are feeling worried. Remember that everyone experiences worry a little differently, so our answers won't all be the same.

Activity: How Our Worries Feel (10-15 minutes)

- To start, we are going to work together to make a chart that will help us recognize when we're feeling worried.
 - Use the chart on page 17 or make your own on a chalk board or white board.
 - Instead of doing this as a whole group activity – you can split students into smaller groups and have them complete the chart (by writing or drawing) as a small group, and then share their responses with the whole group.
- First, let's talk about the things we say when we are worried.
 - Ask students to share their ideas. Examples include: "What if...?", "I'm afraid that..."
- Now, let's talk about the things that we do when we are worried. This might not be what you think you *should* do, but instead, what you *actually* do.
 - Record the students' ideas. Examples include: Doing nothing, crying, pacing back and forth, etc.
- Our bodies also give us clues that can help us figure out how we are feeling. Think about how your body looks when you are feeling worried.
 - Record the students' ideas. Examples include: Sitting down, looking down, being quiet
- Our bodies may also feel a certain way when we are worried. Think about whether your body feels fast or slow, whether or not it feels warm, whether it feels tense or loose, etc.
 - Record the students' ideas.
- These are great ideas but remember that everyone experiences worry differently. So now, you are going to draw about how you experience worry – your own warning signs. You can use the ideas that we came up with together and think about which things you relate to.
 - Give a worksheet from page 16 to each student, as well as some coloring utensils. Instruct students to draw a picture of how their worries feel. Examples include: crying, butterflies in the stomach, a frown, a speech bubble with words like "what if..." etc. When students are finished, ask students to share about what they drew with the group.

Post-Activity Discussion:

- Did you realize anything new about your worries this week?
- This week, when you notice that you are starting to feel worried, I want you to tell yourself – out loud if you can – "I am feeling worried." When you can put a name to how you are feeling, it doesn't feel so scary.
- We'll talk more about what to do with our worries in the next few lessons, but for this week, I just want you to notice that you feel worried. Then, you can find an adult that you trust and tell that person that you feel worried.

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THE OBJECTIVE:

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

THE ACTIVITY:

- Students will talk about the things they say and do, as well as how their bodies look and feel when they feel worried. They will complete a worksheet to show this.

Lesson 4: What To Do With My Worries

THE OBJECTIVE:

- Students will learn positive ways to manage their worry and anxiety.

THE ACTIVITY:

- The instructor will read through a variety of coping skills and the students will decide whether or not each strategy is helpful. Then, students will talk about which strategies they think will work best for them.

Name: _____

What To Do With My Worries

Our worries can feel scary, but there are things we can do to feel better.

Session Four: What To Do With My Worries

I.

Objective:

- Students will learn positive ways to manage their worry and anxiety.
- Students will differentiate between positive and negative coping strategies.

Materials:

- Sign From page 20 (color) or 21 (BW) one per student
- Exit tickets from page 22 (one copy per 2 students)
- Writing utensils/Coloring utensils

Pre-Activity Discussion:

- Who can tell me what we talked about last week? Did anyone notice that they were starting to feel worried? What warning signs did your body give you that you were feeling worried? What did you do next?
- Today, we're going to talk about what to do with our worries. When you feel worried, what do you do to try to feel better? Does it help you feel better?
- When we are feeling worried, there are things we can do to help us feel more calm, and there are things that we can do that doesn't help and could actually make us feel more worried.
- Do the ways you respond to your worries helps you feel better? Explain.
- Today, we're going to learn more about some things we can do with our worries that will help us feel calmer.

Name: _____

W

Our worries can feel scary, but there are things we can do to feel better.

I.

Activity: Does It Help Me Feel Better? (10-15 minutes)

- To start, I'm going to read through some things that you might do when you're feeling worried. Then, you need to say whether you think this will help you feel better.
- Option 1: Give each student a sign from page 20 (color) or 21 (BW) and have them fold it in half. Read through the prompts below. Tell students to think about whether or not that coping strategy will help, and then hold up the side of their sign that corresponds with their answer. After you read each coping strategy, you can ask 1-2 students to explain why they chose the answer they did.
- Option 2: Cut page 20 or 21 in half. Post the "helps me feel more calm" paper on one side of the room, and the "Doesn't help me feel more calm" paper on the other side. After you read each prompt, ask the students to move to the side of the room that corresponds with their answer.

Prompts:

1. Focusing on the things that I can control
2. Acting like everything is fine
3. Talking to an adult I trust
4. Writing or drawing about my worries
5. Shutting down and not talking to anyone
6. Refusing to do any work
7. Watching or listening to things that scare me
8. Taking deep breaths
9. Doing things that I like to do
10. Thinking about all of the things that could go wrong.

Post-Activity Discussion:

- When you feel worried, do you use any of the coping skills we talked about?
- Can you think of any other coping skills that weren't on that list?
- Before we leave the group, I want you to think about 3 things you can do when you feel worried that will help you feel more calm. You can choose from the ideas we talked about earlier or come up with your own ideas.
- Give each student a half-sheet exit ticket from page 22. Instruct them to write or draw about the 3 coping skills that they think will work best for them. If time permits, ask them to share their responses with the group.

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Lesson 5: Using Positive Self-Talk

Flip The Thought Game Spinner

Place a paper clip in the center of the spinner. Place a pencil vertically, with the point in the center of the spinner, within the paperclip. Flick the paperclip.

Session Five: Using Positive Self-Talk

Objectives:

- Students will learn the importance of using positive self-talk to manage their anxieties.
- Students will practice turning negative self-talk into positive self-talk.

Materials:

- Negative self-talk statement list from page 26 (one copy)
- Spinner from page 26 (one copy)
- Pen/pencil (one)
- Paperclip (one)
- Sheet of bookmarks from page 27 (one per student)

Pre-Activity Discussion:

- Who can tell me what we talked about last week? Did anyone use one of the coping skills we talked about? Was it helpful?
- Today, we're going to talk more about something else you can do when you feel worried. We're going to talk about positive self-talk. Does anyone know what self-talk, or positive self-talk, is?
- Self-talk is the messages that we send to ourselves – it's the things we tell ourselves in our brains. We can tell ourselves things that are encouraging and kind – which is positive self-talk. We can also tell ourselves things that are unkind or untrue – this is called negative self-talk. When we feel worried, do you think positive self-talk helps us to feel better or worse? What about negative self-talk?
- When you are feeling worried, what are some negative messages that you might tell yourself?
- The thing about negative self-talk, though, is that you can change it! So, when you notice that the things you are telling yourself are unkind or untrue, you can think of something kind or true to tell yourself instead. Why do you think it's helpful to take those negative thoughts and flip them into positive ones? The hard thing, though, is that you might have a hard time coming up with a positive message – especially if you are used to telling yourself negative things. So today, we are going to practice flipping negative thoughts into positive ones.

Activity: Flipping Negative Self-Talk (15 minutes)

- To start, we're going to come up with 10 things – as a group – that are negative messages you might tell yourself when you're feeling worried.
 - Write the responses on a piece of paper or on the board. You can also skip this step and read through the thoughts from page 26.
- Now, I'm going to split you into two teams and we're going to play a game where we practice flipping those negative messages into thoughts that are kind and encouraging.
 - Split students into two teams. One student from each team will take turns coming up to spin the spinner from page 26. Read the prompt that they land on. If the student lands on "flip the thought," read one of the negative self-talk statements and his/her team will work together to think of a positive self-talk statement they could use instead. If they can do it, their team gets a point. If they can't, the other team has a chance to steal the point. Continue until all of the statements have been used or as time allows. The team with the most points at the end of the game wins.

Post-Activity Discussion:

- Was it easy or hard to come up with positive statements?
- Which negative statement(s) do you tell yourself the most?
- If you start changing your own negative statements into positive ones, how do you think it could make a difference in your life?
- What is one thing you're going to do this week to help you when you start to feel worried?
- To end our time together, I'm going to give you a set of bookmarks that have positive self-talk statements on them. You can color them and then cut them apart and use them. Let the bookmarks be a reminder to send yourself positive messages.
 - If time permits, students can color these during the group time.

THE OBJECTIVE:

- Students will learn about what positive self-talk is, and will practice flipping negative self-talk statements into positive ones.

THE ACTIVITY:

- Students will work together to brainstorm negative thoughts they may have when they are anxious. Then, they will play a game as they practice looking at those thoughts and changing them into a positive self-talk statement.

Lesson 6: What I Can Control

What I Can Control Card Game

Session Six: What I Can Control

Objectives:

- Students will learn the importance of focusing on what they can control.
- Students will differentiate between what they can control and what they can't control.

Materials:

- Rock and clay (optional)
- Deck of cards (optional)
- Visual aid from page 30 (optional)

Pre-Activity Discussion:

- Who can tell me what we talked about last week? Did anyone get to practice flipping your negative thoughts into positive ones?
- Today, we are going to learn about one last strategy that we can use to help us when we feel worried. But first, we're going to talk about two things – rocks and clay.
 - If you have these items, show each one to the students. If you don't have these items, you can just talk about them.
- What are some things that I could change a pile of clay into?
 - If you are using clay, build something with it (or have a student do it).
- We can change this pile of clay into so many different things. There are things we can do to the clay to make it something else.
- Now, I want you to think about some things that I could change a rock into.
 - If you have a rock, invite students to try to change it into something else.
- It's almost impossible to change the rock. There's nothing you can do right now to change it into something else.
- There are some situations in our lives that are like a rock – there is nothing we can do to change or control them. Can anyone think of an example of something in your life that you can't change or control?
- Some of the things in our lives though are like the clay, and there are things we can do to change the situation – there are things that we are in control of. Can anyone think of an example of something in your life that you can change or control?
- Sometimes, we spend time worrying about the things that are like the rock – they are things that we can't change or control. It's better, though, to focus on the things in our lives that are like the clay – the things we can control.
- Why do you think it's better to focus on the things we can control?
- So, when you feel worried, it's good to ask yourself – is this like the rock, something that I can't control or change, or is it like the clay? To help, we are going to practice coming up with examples of things that we can control, and things that we can't control.

Activity: Focusing On What I Can Control (15 minutes)

- For this activity, we are going to split up into two teams. We'll take turns drawing cards, and what you have to do depends on the card that you draw. If you draw a red number card, your team will have to name that amount of things that you can't change/control in your life. If you draw a black number card, your team will have to name that amount of things that you can change/control in your life. Your team will then get that amount of points. If you draw a red Jack, queen or king, your team will lose 3 points, and if you draw a black Jack, queen or king, your team will earn 3 points.
 - Split the group into 2 teams. Have one student from each team take turns coming up and drawing a card. Then, they can work with their team to name the things that they can/can't control. Continue the game until each group member has had a chance to draw a card, or as time permits. If you do not have access to a deck of playing cards, visit the website www.random-cards.com so that students can "draw" a card virtually. Use the visual aid on page 30 as a reminder of the prompts and to keep score.

Post-Activity Discussion:

- Are the things that you worry most about in your control or out of your control?
 - If you're feeling worried about something that you can't control or change, what can you do?
 - If you're feeling worried about something that you can control or change, what can you do?
 - What is the most helpful thing you've learned during this group session?
- *If you are using the self-assessment, have students complete the form at the end of this session.

THE OBJECTIVE:

- Students will practice identifying what is in their control and what is out of their control.

THE ACTIVITY:

- Students will play a game as they work together to identify the things they can control and the things they can't control.

2 BONUS ACTIVITIES

Bonus Activity #2
All About My Worries Flap Book

Objective:

- Students to mana

Materials:

- Flap Bo
- Flap Bo
- Flap Bo
- Scissors
- Glue
- Writing

Assembly I

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Activity Dir

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Bonus Activity #1
5 Senses Spinner

Objective:

- Students will create a visual reminder of a grounding exercise they can use to reduce feelings of anxiety.

Materials:

- Spinner base from page 33 (Color) or page 34 (BW) - One per student
- Spinner topper from page 35 (One per student)
- A brad (One per student)
- Scissors
- Coloring utensils (optional)

Directions:

- Give one spinner base sheet from page 33 or 34, and one spinner topper from page 35 to each student. You can print these on colored paper, or students can color in the graphics from the black and white version.
- Students will cut out the base sheet and the topper. They'll line up the topper on top of the base sheet and attach the two by sticking a brad through the center dot of both pages, then flattening the prong on the back of the spinner.
- Instruct students to use this spinner as a guide for a grounding exercise when they feel worried. Students can spin the spinner to reveal each part of the exercise. After completing one part of the exercise, students can spin the spinner to reveal another part until they have used all 5 of their senses.

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

Activities Include:

- "5 Senses Spinner"
- "All About My Worries Flap Book"

2 ASSESSMENTS

The image shows two overlapping assessment forms. The top form is titled "Worry & Anxiety Self-Assessment" and includes a "Name:" field and "Directions: Read each question and decide if the sentence is true or false for you. If true, color it." 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 features a legend for rating levels: 1-Always False, 2-Mostly False, 3-Not Sure, 4-Mostly True, and 5-Always True. The assessment consists of 10 numbered questions, each followed by a rating scale from 1 to 5. At the bottom, there is a "Total Score: ____" field and an "Additional Comments:" section. A small copyright notice "©Comaster Online" is visible in the bottom right corner of the form.

Name: _____

Worry & Anxiety Self-Assessment

Directions: Read each question and decide if the sentence is true or false for you. If true, color it.

Child's Name: _____ Date: _____

Name and role of the person completing the form: _____

Worry & Anxiety Assessment

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. I don't usually worry. 1 2 3 4 5

2. I think it's hard to concentrate when I'm worried. 1 2 3 4 5

3. I know what makes me feel calm. 1 2 3 4 5

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

5. I can name things that make me feel calm. 1 2 3 4 5

6. I can name things that make me feel calm. 1 2 3 4 5

7. I can usually tell when I'm feeling worried. 1 2 3 4 5

8. The things that worry me are usually kind of silly. 1 2 3 4 5

9. If I have nervous feelings, I know how to change them. 1 2 3 4 5

10. I usually feel like I can control my worries. 1 2 3 4 5

Total Score: ____

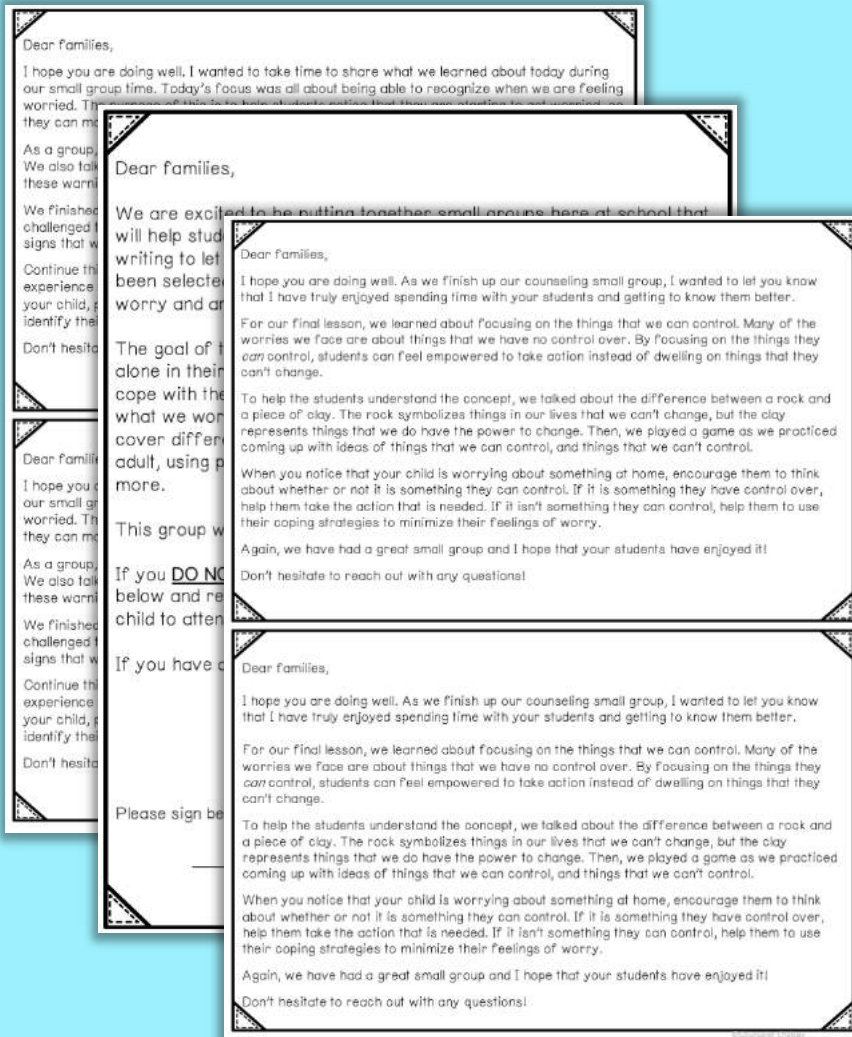
Additional Comments: _____

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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...

“This has been a big help for a worry group I am leading. I love how there are letters to send home as well.”

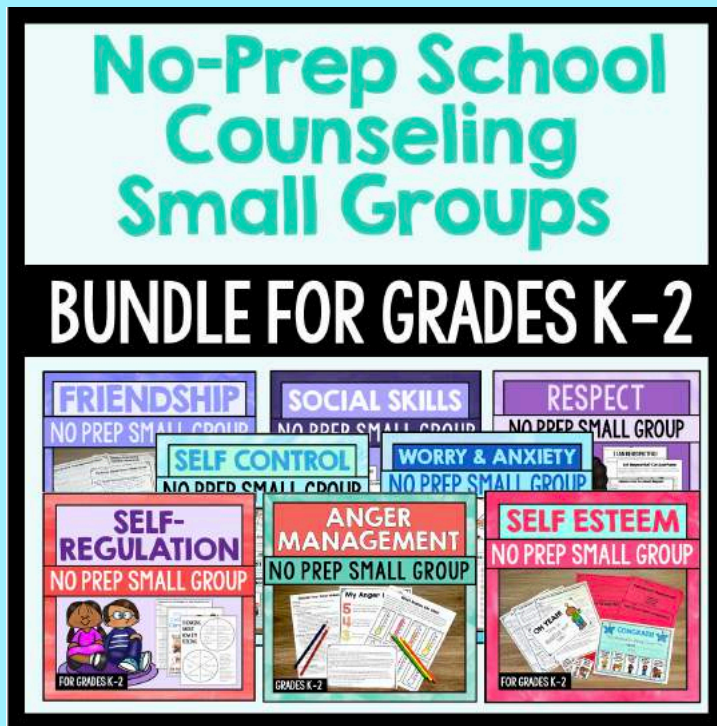
– Caitlin B.

“Love the ease of this lesson set. Engaging and provides step by step guidance on how to use. My students are staying engaged and find the subject important.”

–Raquel P.

“I have so many students who are struggling with anxiety and worry right now. This has been so helpful to have on hand. The no-prep has made it so easy to print, store in a binder and have ready to go whenever needed.” –Tanya G.

NEED MORE SMALL GROUPS? BUNDLE AND SAVE!



This resources is included in a set of other NO-PREP small group plans. The bundle includes K-2 groups for the following topics:

- Self-Esteem
- Friendship
- Self-Control
- Anger Management
- Respect
- Self-Regulation
- Social Skills
- Worry & Anxiety

SEE THE BUNDLE HERE