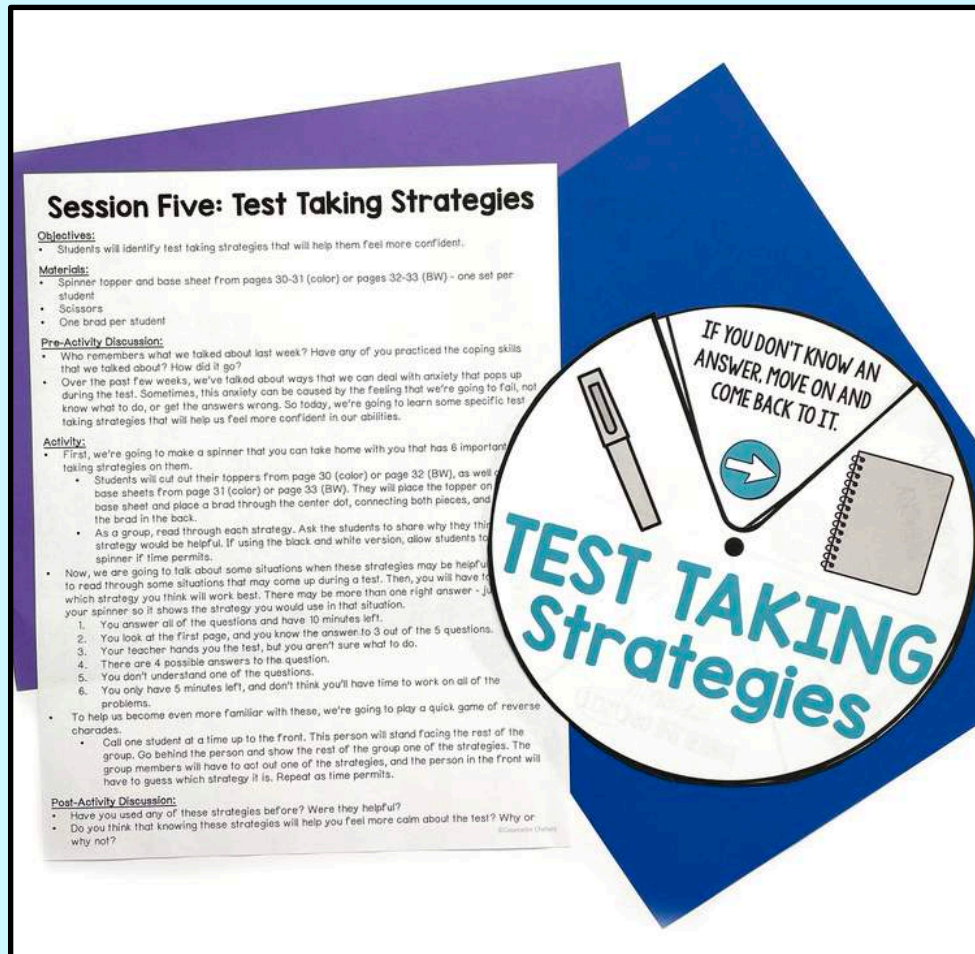


6 NO-PREP LESSONS



Each Lesson Includes:

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

Lesson 1: All About Test Anxiety

THE OBJECTIVE:

- Students will better understand test anxiety in general, as well as how they experience it.

THE ACTIVITY:

- Students will listen to statements about test anxiety and decide whether or not they are true.
- Then, students will fill out a worksheet to help them better understand their own test anxiety.

Name: _____

All About My Test Anxiety

WHAT I WORRY ABOUT

Directions: Circle the words that describe how you feel about tests.

Getting bad grades
Not knowing what to do
Sweating
Not being able to concentrate

Session One: All About Test Anxiety

Objectives:

- Students will better understand anxiety – specifically test related anxiety.
- Students will identify their own experiences with test anxiety.

Materials:

- Scenarios from page 9 (one copy)
- Sheet from page 10 (One per student)
- Worksheet from page 11 (One per student)
- Writing utensils

Pre-Activity Discussion:

- Hello everyone! To start off our group time together, I want each person to share their name, their grade/teacher and their favorite school subject.
- Before we begin, I want you to tell me what you think of when I say the phrase "test taking." What does it make you think of? How does that phrase make you feel?
- Test taking can be hard. It can make us feel nervous. Over the next few weeks, we're going to be getting together as a group to talk about this. We're going to learn about *why* we feel anxious about tests, and *how* we can manage those emotions to feel calm and focused before, during, and after a test.
- Why do you think it can be helpful to learn these things?
- When we don't feel anxious, it's easier for us to try our best and do a great job!
- Today, we are going to focus on learning more about what test anxiety is, and what is happening in our brains and bodies when we feel anxious.

Activity – Fact Or Myth (10 minutes):

- For our activity today, I'm going to read some statements about test anxiety, and you'll have to tell me whether you think the statements are fact or myth.
 - Give each student a sheet from page 10, and instruct them to fold the sheets in half. Read through the statements on page 9 and give students time to hold up the side of their sheets that corresponds with their answer. Ask 1-2 students to share why they chose the answer they did.
 - Once you share the correct answer, read the explanation provided on the scenario sheet.

Post-Activity Discussion:

- Were any of those things surprising to you?
- Before today, did you believe any of the myths?
- How do you think understanding test anxiety will make things better for you?
- It's important to understand test anxiety in general, but it's also important to understand your own experience with it. Test anxiety looks different for each of us, so when we can identify the specific things that we worry about and how it makes us feel, it'll be easier to overcome it.
 - Have students complete the worksheet from page 11. If time permits, ask them to share some of their answers with the group.
- Before we meet again, I encourage you to try to notice your feelings of test anxiety. If you have any tests coming up this week, pay attention to how you feel about them. Simply identifying that you are feeling anxious can be a great first step!

*If you are using the self-assessment from page 7, have students complete it during this group session.

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Lesson 2: Before The Test

Name: _____

I Can Be Prepared For The Test

STUDY TIPS AND OTHER WAYS I CAN LEARN & REMEMBER THE INFORMATION

Session Two: Before The Test

Objectives:

- Students will identify things they can do before the test that will help them feel confident and prepared.

Materials:

- Sheet from page 15 (One per student)
- Writing utensils

W/ Pre-Activity Discussion:

- Who remembers what we talked about last week? Did anyone have any tests this past week? How did you feel about them?
- When we think about test anxiety, a lot of us think about what happens *during* the test, but before we get to that, we need to talk about what happens *before* the test.
- Thankfully, there are things that we can do before the test that will help us to feel more calm and focused during the group.

L Activity #1 – How We Can Prepare (10-15 Minutes):

- For our first activity, we are going to think about all of the ways that we can prepare for the test before it actually happens. We are going to split into groups and each group will focus on one part of preparation. Then, we will all share our responses with each other. The three areas we'll be talking about are studying, preparing mentally and physically, and last-minute preparations.
 - Split the group into 3 smaller groups and give each student a worksheet from page 15. Assign one group to focus on each prompt from the sheet. Give them 5 minutes to come up with as many ideas as possible. Then, come back together as a group. Have each small group share their ideas with the rest of the students. The other students will write down the ideas that their peers shared. By the end of the activity, the students should have their whole sheets filled out.
- Examples include:
 - Study Tips: Not cramming, asking a friend to quiz you, looking at your notes, practicing the skill, etc.
 - Tips To Be Mentally & Physically Prepared: Eat breakfast, listen to calming music, get enough sleep, etc.
 - Last-minute ideas: Go to the bathroom, get to class early, make sure you have what you need, etc.

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THE OBJECTIVE:

- Students will identify things they can do before the test to help them feel prepared and confident.

THE ACTIVITY:

- Students will split into groups and discuss different strategies they can use to prepare for the test.
- Students will also reflect on how they will feel when they are prepared for the test.

Lesson 3: Positive Affirmations

Sun Affirmation Topper Color

Session Three: Positive Affirmations

Objectives:

- Students will understand how positive affirmations can be helpful.
- Students will identify positive affirmations they can use during the test.

Materials:

- Affirmation sun topper from page 19 (color) or 20 (bw) – one per student
- Affirmation sun base sheet from page 21 – one per student
- Scissors
- Glue/Tape

Pre-Activity Discussion:

- Who remembers what we talked about last week? Did anyone have any tests this past week? What did you do to prepare for them? Was it helpful?
- Over the next few weeks, we're going to start talking about things that we can do during the test to help us feel more calm and manage any anxieties that come up.
- Today, we're going to talk about something called positive affirmations. Does anyone know what those are? Positive affirmations are true things about us or our situation that we can remind ourselves of.
- Why do you think these might be helpful while you're taking a test?
- Sometimes, when we take tests, we might start to think about the worst thing that could happen, or we might start to believe negative things – like that we are stupid or can't do anything right. When this happens, our minds start to get cloudy. The more negative things we tell ourselves, the harder it is to think clearly. This can make things even harder for us, because not only do we start to feel discouraged, but it's hard for us to focus on the test. Positive affirmations are like little rays of sunshine that can poke through our cloudy minds. The light from these positive statements can help us stay focused and encouraged to do our best.
- To practice flipping our negative thoughts into positive ones, I'm going to say a few negative thoughts that might pop into your head during testing. Then, I want you to think about a positive affirmation that you could remind yourself of.
 - Statement #1: I know I'm going to fail.
 - Sample answer: I will focus on what I can control.
 - Statement #2: What if I run out of time?
 - Sample answer: I will stay focused so I can get done more quickly.
 - Statement #3: If I fail, my family will be so mad.
 - Sample answer: I can't control other people. I will do my best

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THE OBJECTIVE:

- Students will identify positive affirmations they can use and will learn how they can be helpful.

THE ACTIVITY:

- Students will practice flipping negative self-talk into positive self-talk.
- Students will create a flap book of affirmations they can use related to test anxiety.

Lesson 4: Coping Skills

Calming Strategies Foldable Topper - Color

I Can Help My Body Feel Calm!

Session Four: Coping Skills

Objectives:

- Students will identify and practice coping skills they can use during the test.

Materials:

- Calming strategies topper from page 25 (color) or page 24 (BW) - One per student
- Calming strategies base sheet from page 27 - One per student
- Scissors
- Glue
- Writing utensils

Pre-Activity Discussion:

- Who remembers what we talked about last week? Do you remember the positive affirmations you learned last week? Have you used them? Did they help?
- Positive affirmations are one way that we can handle the worries and anxieties that we have during testing. Today, we're going to talk about other things we can do during the test to help us feel more calm.
- Some of the things that we normally do to calm down when we feel nervous or upset may not be possible to do during a test. Can anyone share any examples of these?
- Talking to an adult, going to a quiet place, or writing in a journal can be really helpful. However, you usually won't be allowed to do those things during a test.
- When we feel worried, it can be helpful to do things that will help our brains and bodies feel calm.
- The first coping skill we're going to talk about is deep breathing. Does anyone ever take deep breaths when they feel nervous or upset?
- Deep breathing can slow down our brains and help us think more clearly. Right now, we're going to practice a few ways that you can do deep breathing.
- For our first exercise, place your hand on your stomach. Take three slow, deep breaths in through your nose and out through your mouth. Watch your hand rise and fall with your breaths.
- Now, we're going to do something called 4-7-8 breathing. For this, we are going to breathe in for 4 seconds, hold our breath for 7 seconds, and then exhale for 8 seconds.
 - Guide students through this pattern 3 times.
- The last exercise we are going to do is hand tracing. For this, you will hold up one hand, and slowly trace your fingers with the other hand. As you go up, breathe in, and as you go down your finger, breathe out.
 - Allow students to practice this 3 times.

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THE OBJECTIVE:

- Students will identify and practice coping skills they can use during the test.

THE ACTIVITY:

- Students will practice deep breathing strategies, stretches and other coping skills they can use during the test.
- Students will create a foldable page that will be a visual reminder of the strategies.

Lesson 5: Test Taking Strategies

Test Taking Spinner Base Sheet - Color

Session Five: Test Taking Strategies

Objectives:

- Students will identify test taking strategies that will help them feel more confident.

Materials:

- Spinner topper and base sheet from pages 30-31 (color) or pages 32-33 (BW) - one set per student
- Scissors
- One brad per student

Pre-Activity Discussion:

- Who remembers what we talked about last week? Have any of you practiced the coping skills that we talked about? How did it go?
- Over the past few weeks, we've talked about ways that we can deal with anxiety that pops up during the test. Sometimes, this anxiety can be caused by the feeling that we're going to fail, not know what to do, or get the answers wrong. So today, we're going to learn some specific test taking strategies that will help us feel more confident in our abilities.

Activity:

- First, we're going to make a spinner that you can take home with you that has 6 important test taking strategies on them.
 - Students will cut out their toppers from page 30 (color) or page 32 (BW), as well as their base sheets from page 31 (color) or page 33 (BW). They will place the topper on top of the base sheet and place a brad through the center dot, connecting both pieces, and flatten the brad in the back.
 - As a group, read through each strategy. Ask the students to share why they think each strategy would be helpful. If using the black and white version, allow students time to color their spinner if time permits.
- Now, we are going to talk about some situations when these strategies may be helpful. I'm going to read through some situations that may come up during a test. Then, you will have to decide which strategy you think will work best. There may be more than one right answer - just spin your spinner so it shows the strategy you would use in that situation.
 1. You answer all of the questions and have 10 minutes left.
 2. You look at the first page, and you know the answer to 3 out of the 5 questions.
 3. Your teacher hands you the test, but you aren't sure what to do.
 4. There are 4 possible answers to the question.
 5. You don't understand one of the questions.
 6. You only have 5 minutes left, and don't think you'll have time to work on all of the problems.
- To help us become even more familiar with these, we're going to play a quick game of reverse charades.
 - Call one student up to the front at a time. This person will stand facing the rest of the group. Go behind the person and show the rest of the group one of the strategies. The group members will have to act out one of the strategies, and the person in the front has to guess which one it is. Repeat as time permits.

Post-Activity Discussion:

- Have you used any of these strategies before? Were they helpful?
- Do you think knowing these strategies will help you feel more calm about the test? Why or why not?

THE OBJECTIVE:

- Students will identify test taking strategies that will help them feel more confident.

THE ACTIVITY:

- Students will create a visual aid that describes different test taking strategies.
- Then, students will look at different scenarios and decide which strategy would be best.

Lesson 6: Test Anxiety Review

Test Anxiety Review Spinner

Place a paperclip vertically, with the paperclip in the center of the wheel.

Session Six: Test Anxiety Review

Objectives:

- Students will review the concepts that were covered in the group.

Materials:

- Spinner from page 36 (one copy)
- Paperclip (one)
- Pencil (one)

Pre-Activity Discussion:

- Who remembers what we learned about last week? Was anyone able to use any of the test taking strategies we talked about? How did it go? Were they helpful?
- Today is our last group together. So, to close out our time, we are going to review the things that we have been learning.
- To start, we are each going to share one thing that we have learned or that we remember from the lessons.
 - Ask each student to share one thing.

Activity: Test Anxiety Review Spinner (10-15 minutes)

- For today's activity, we are going to play a game that will help us review and remember the things we learned about in our group.
 - Divide the group up into two teams.
 - Select one student at a time (alternating teams) to come up and spin the spinner from page 36. To do this, place the paperclip in the center of the wheel, and then place the pencil vertically in the center of the wheel so the tip of the pencil is in the paperclip. Then, flick the paperclip so it spins.
 - The student must perform the task that he/she lands on and may not give a repeat answer. If he/she is able to do so, his/her team is awarded the points. If that student cannot complete the task, a student from the other team may "steal." The team with the most points at the end of the activity wins.

Post-Activity Discussion

- What skill or strategy that we talked about during our time together is easiest for you to use?
- What skill or strategy that we talked about during our time together is most difficult for you to use?
- What is one thing we learned about during our time together that you think will be most helpful?
- If a friend of yours told you that they feel anxious or worried about taking tests, what is one piece of advice that you would give them?

*If you are using the self-assessment from page 7, have students complete the form at the end of this session.

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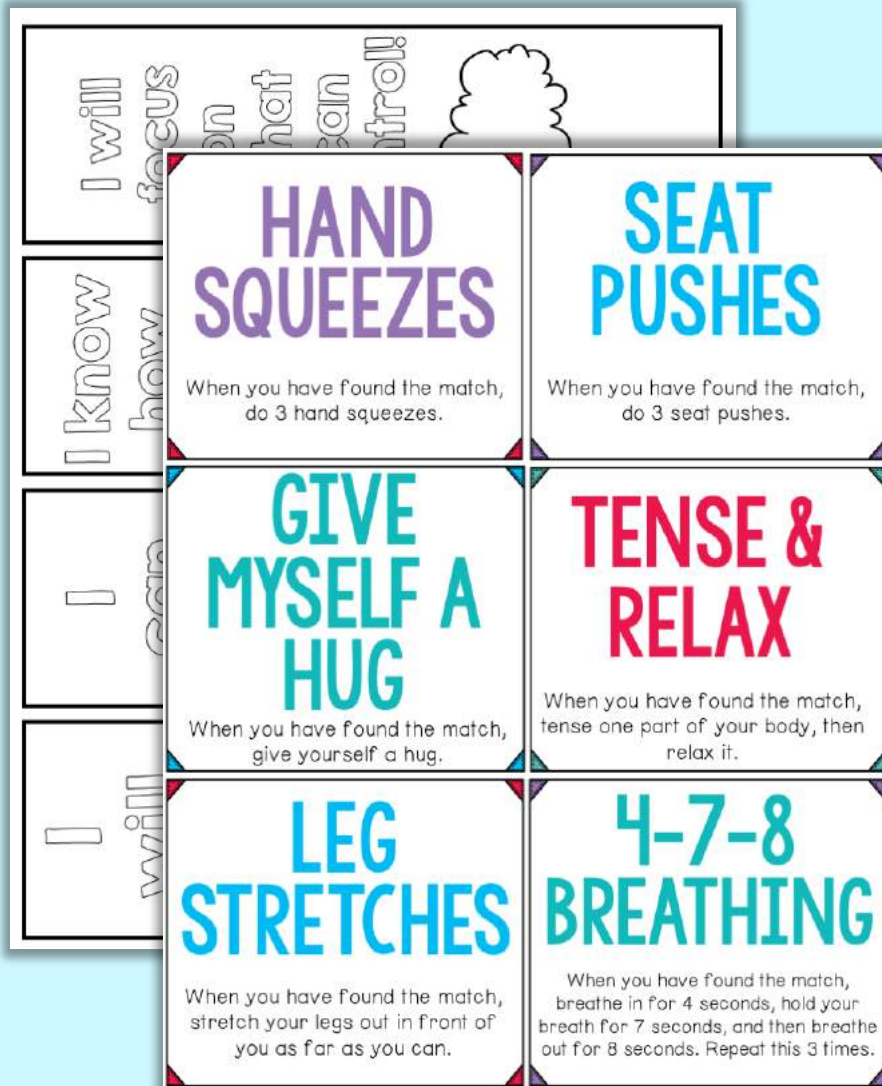
THE OBJECTIVE:

- Students will review the concepts learned in the group.

THE ACTIVITY:

- Students will play a spinner game as they review the skills and strategies they have learned.

2 BONUS ACTIVITIES



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

Activities Include:

- "Coping Skills Matching Game"
- "Positive Affirmation Bookmarks"

2 ASSESSMENTS

Name: _____

Test Anxiety Self-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: _____

Test 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

I usually feel
1 2 3 4 5

I usually feel
1 2 3 4 5

I can name 3
1 2 3 4 5

I am kind and
1 2 3 4 5

I can name 3
feel worried
1 2 3 4 5

I can name 3
1 2 3 4 5

1. The child is usually calm while they are taking tests.
1 2 3 4 5

2. The child is usually calm before taking tests.
1 2 3 4 5

3. The child is usually calm after taking tests.
1 2 3 4 5

4. The child usually puts in effort to study and academically prepare for the test.
1 2 3 4 5

5. The child believes that they have the ability to do well on tests.
1 2 3 4 5

6. The child is able to calm down if they are feeling worried during the test.
1 2 3 4 5

7. The child uses test taking strategies to help them perform better.
1 2 3 4 5

Additional Comments: _____

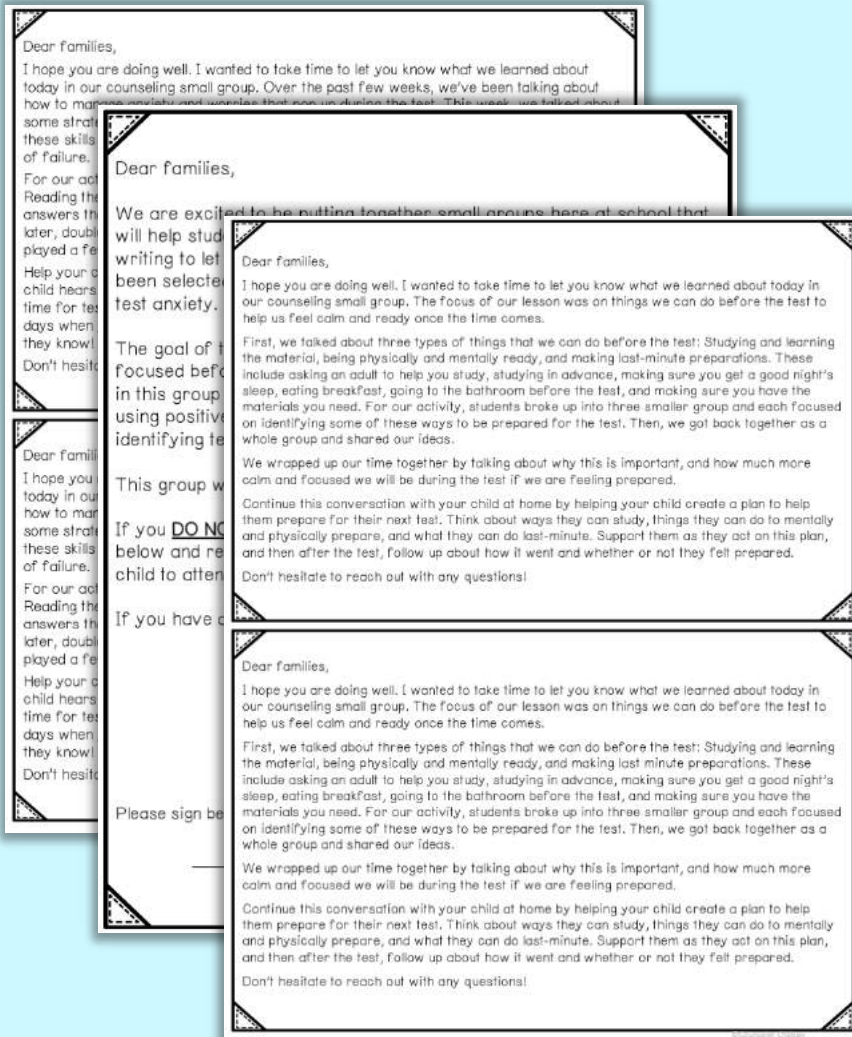
Total Score: _____

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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

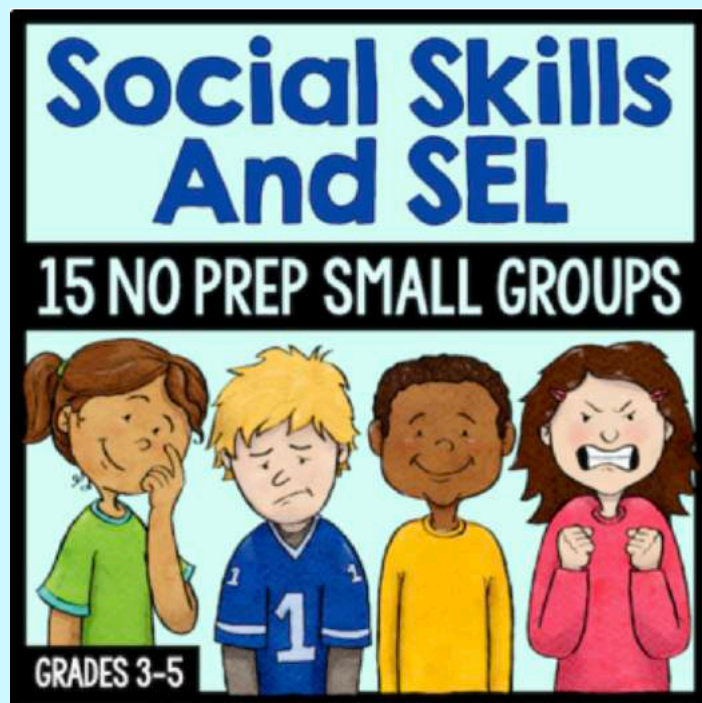


Each of the 6 lessons includes a follow up note to families to let them know what the lesson was about and how they can support their child at home.

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.

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