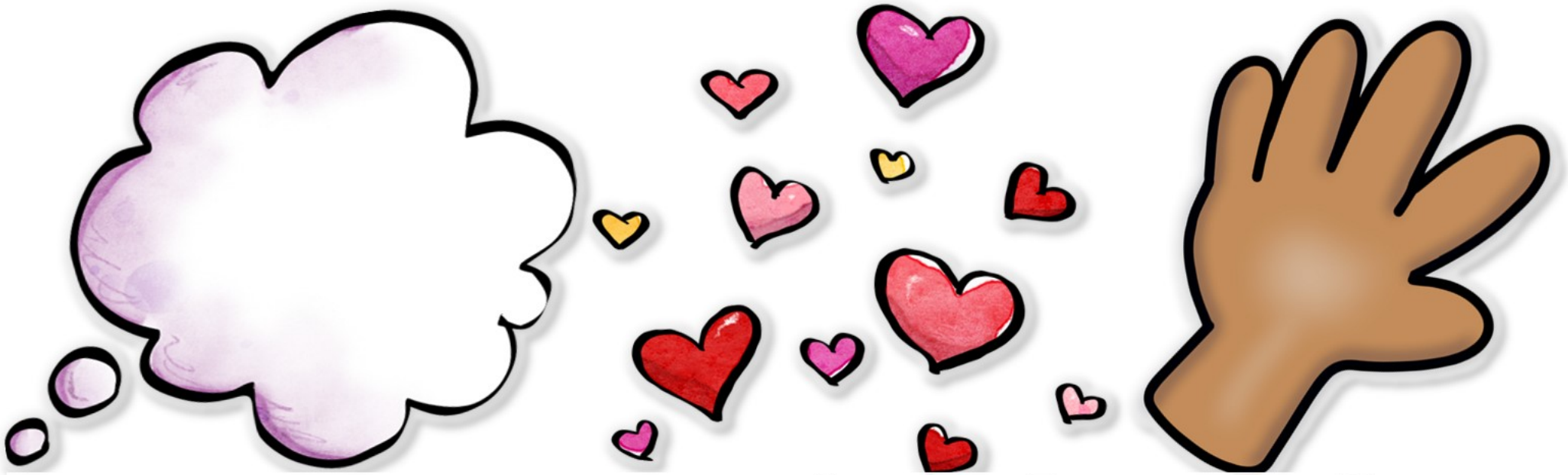


**THOUGHTS,
FEELINGS,
+ ACTIONS**



**group curriculum for
managing anxiety
and anger**

notes to the counselor

- For middle to upper elementary students who struggle with anger, sadness, anxiety, or a combination.
- By addressing multiple issues, you can provide the opportunity for children to process and work through what you see and what's just below the surface.
- Common elements throughout: emotional identification and scaling, metacognition, and relaxation skills.
- Activities are hands-on, prop-based, and play-based.

notes to the counselor

- This is a research-based resource. The activities and concepts are based on what research has found to be effective practices (references are included inside the resource.)
- Optional (quick) home practice is included to send with students weekly, or to compile into a “practice workbook” that could be completed at home or in the classroom
- This resource is a ready-to-go and flexible. You can pick and choose which sessions to do, re-order them to best fit your students, or extend some to two sessions.

group outline:

1. Welcome and Introduction
2. Thoughts vs. Feelings vs. Actions
3. Feelings
4. Relaxation Skills
5. Thoughts, Feelings, Actions Cycle
6. Actions and Consequences
7. Helpful vs. Unhelpful Thoughts
8. Review and Reflect
9. Challenging Thoughts
10. Coping Skills
11. Problem Solving
12. Closing and Review

Outline (continued):

"When we get super sad, worried or ... send a message ..."

CBT Group **Session #1: Welcome + Intro**

Objective(s):	ASCA Mindsets/Behaviors:	Materials:
Students will begin building rapport with one another and developing metacognition.	Self-confidence in ability to succeed. Create positive and supportive relationships	Pre-survey, die

Outline:
Welcome students and explain that you're all going to be meeting a week... to talk, learn, better. Give... teachers to... about them... ansion and... break it

Thoughts, Feelings, & Actions **Pre/Post Survey**

Name: _____

	No	Sometimes	Always
1 I feel happy.	No	Sometimes	Always
2 I feel sad.	No	Sometimes	Always
3 I feel worried.	No	Sometimes	Always
4 I feel mad/frustrated.	No	Sometimes	Always
5 I can help myself feel better when I'm upset.	No	Sometimes	Always
6 I have a good attitude about things.	No	Sometimes	Always
7 I know when my brain is thinking helpful thoughts or unhelpful thoughts.	No	Sometimes	Always
8 My sadness, worry, or anger get in the way of me having good days at school.	No	Sometimes	Always
9 How do you think this group might be able to help you with your thoughts, feelings, or behaviors?			

Roll and Repeat

1. I am in-charge of-me.
2. I can handle this.
3. I'm a good person.

FINGER TOUCH AFFIRMATIONS



Hold out both hands. Touch/tap each finger to your thumb, starting with your pinky finger. With each tap, say a word from an affirmation. Take a deep breath. Repeat, this time starting with your pointer finger.

I am in-charge of-me.
I can handle this.
I'm a good person.
I can do this.
I will be strong.
I am O-K.



session 1: welcome + intro

CBT Group

Session #2: Thoughts vs. Feelings vs. Actions

Objective(s):

Students will identify the difference between thoughts, feelings, and actions

ASCA Mindsets/Behaviors:

Self-confidence in ability to succeed. Create positive and supportive relationships. Demonstrate effective coping skills when faced with a problem

Materials:

Puzzles, CBT portrait

Outline:

Opener

Feelings Check In
Review Homework

"You might have noticed that we're going to talk about thoughts and this group. They're so important! It's also really important to really differences between them, and the differences between them or behaviors. To practice knowing the difference, we're going to some puzzles!"

The group sorts the pieces into feelings vs thoughts vs actions and then to flip the pieces over and then put the puzzles together

Next, "Do you know what a self-portrait is? You're each going to draw about your thoughts, feelings, and actions" You will have students only complete one side. Make sure students put their names on these. You will hold onto them until session 8!

"We've talked about feelings, and thoughts today - let's talk about our actions today"

Let's do a little art project using color marker that will be used for ACTIONS on your coffee

Self-Portrait



YOUR
IS ALWAYS
THINKING
THOUGHT

BRA

What if I win?

I should hit him to get him back

angry

this is yummy

excited

session 2: thoughts vs. feelings vs. actions.

WHAT WOULD YOUR BRAIN SAY IF...

The power went out at school.

A Oh no. What if something bad happens?

B Oooo, an adventure!

C Everything is always going wrong.

D No biggie, it happens sometimes.



WHAT WOULD YOUR BRAIN SAY IF...

Someone in the cafeteria was looking at you with a strange expression on their face.

A They must be angry with me.

B I wonder if they just ate something that tasted weird.

C They probably want to fight me.

D Why is everyone so mean to me?



You are super confused about the math worksheet your teacher gave you.

A I'm going to get them all wrong.

B It's not fair that my teacher gives such hard work.

C I guess I'll try my best and ask for help if I need it.

D I'm terrible at math.



A

I'm not going to pay attention in class.

That's going to be a big change, but I can handle it.

It's unfair, now I'm going to be late all night long and I'm going to cry.

I love babies and little kids, but I can't teach them or anything cool.

session 2: thoughts vs. feelings vs. actions.

CBT Group Session #3: Feelings + Triggers

Objective(s):	ASCA Mindsets/Behaviors:	Materials:
Students will identify their feelings triggers and begin scaling the intensity of emotions.	Self-confidence in ability to succeed, Demonstrate effective coping skills when faced with a problem	Trigger cards, button/thermometer cards, clothespins/clips

Outline:

Opener

- Feelings Check In
- Review Homework

Activity(ies)

"Last week, we talked about the difference between thoughts, feelings, and actions. Today our session is focusing on feelings. That will mean both our emotions as well as how our body feels when we have different emotions. To start, I'm going to read three short stories about different characters. While I read them, I want you to think about their emotion, how their body felt, and what the triggers were. The triggers are the events or situations that lead to their feelings"

For extra engagement give students the little sticky notes to hold up when they hear you read about each of the three pieces.

Read the stories. After each, reinforce the trigger, emotion, and body feelings.

"Story 1: This morning during reading, Angel's teacher reminded him to slow down on his writing. Angel hated being told he was doing something wrong, or being told what to do. His face got a little hot and his hands started going into fists. He was angry."

"Story 2: When Evie was picked up at the elementary school she gets to pick up the bus. As she sits on the bus and more people get on, she wonders 'What if I get me? What if she gets me? What if she gets me?'"

Outline (continued):

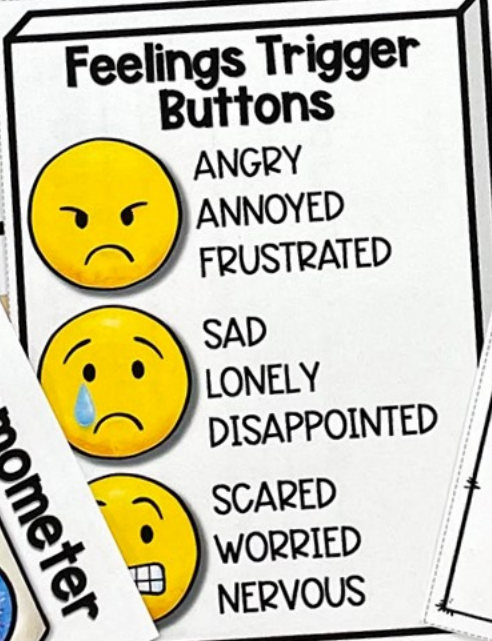
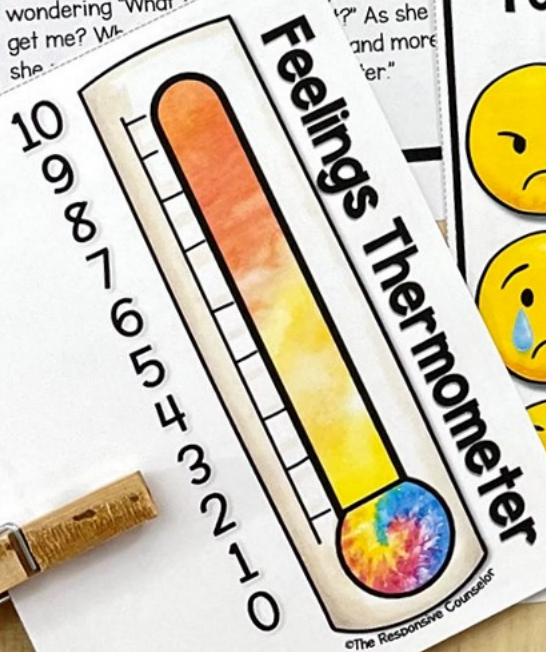
"Story 3: At lunch time, Otto noticed two of his best friends talking and laughing together. He started thinking about other times other kids were having fun without him, and started thinking that maybe no one liked him and wanted to be his friend. Those thoughts made him feel sad. As he thought about it more, Otto's body got heavy and tired"

"Now I want to see what *your* triggers are, what things push your buttons and usually make you upset."

Students take turns pulling cards with potential triggers on them and sharing them with the group. Everyone then "pushes" a button on their card to represent the emotion they would have. Last, students flip the card over to show the intensity of the feeling by moving the clothespin or paperclip on the thermometer visual.

- For groups needing more movement, two adaptations:
- Students jump up to act out the emotion the situation would trigger for them
 - Students "push the button" to show the emotion they would have, then jump up or clap to show the intensity of the emotion

Consider asking students to identify the physical feelings they may have in these situations as well



Tell a situation that would push your anger button.

Responsibilities at home

session 3: feelings + triggers

CBT Group Session #5: Thoughts → Feelings → Actions

Objective(s):

Students will understand the thoughts, feelings, and actions occur cycle and will begin ID'ing helpful thoughts.

ASCA Mindsets/Behaviors:

Self-confidence in ability to succeed; Demonstrate effective coping skills when faced with a problem

Materials:

Magic triangle pages, affirmation sentence stems (worksheet or cards), affirmation enders (optional)

Outline:

Opener

Feelings Check In

Review Homework

Mindfulness/Relaxation

"We've been talking about how thoughts in our heads that happened.

To practice the character to write down Ready?

Activity(ies)

Story 1: Mekhi's best friend got lost trying to find his assignment.

Discussion: What was helpful or unhelpful? What was disappointing?

Session #5: Thoughts → Feelings → Actions

Outline (continued):

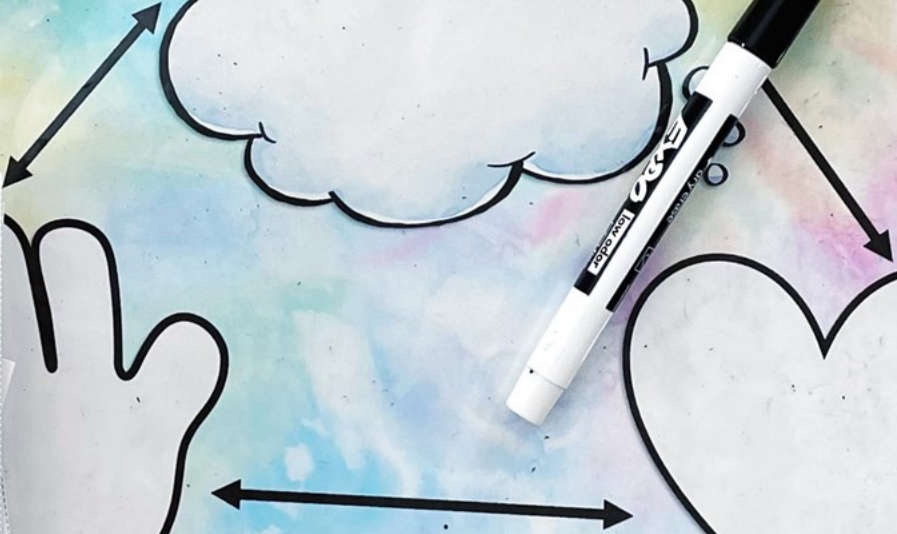
Story 2: Alexis loved being helpful. She felt good when she was able to help someone because she felt special and she liked when people got to see her be kind. In music class, the teacher needed two students to help her show how to use a new instrument. Alexis raised her hand high, but she didn't get picked "That is so unfair. I just know my teacher hates me for no reason." She started feeling pretty angry. Alexis stood up, kicked the wall, and muttered "you're so mean" over and over."

Like before, process with students the character's thought, feeling, and action. Then, prompt them to create a more helpful thought and go through the cycle again. If scaffolding is needed, provide them with this more helpful thought: "There were lots of other kids with their hands raised that didn't get picked"

Next, prompt students to each come up with their own situation and show the cycle with both a helpful vs. unhelpful thought. With each, have students scale their feelings. Point out to them that the helpful thought might not *change the feeling*, but it might *lessen the intensity*.

We all tell ourselves not-so-great things sometimes. We all sometimes think

SITUATION:



session 5: thoughts, feelings, actions cycle

CBT Group

Session #6: Actions → Consequences

Objective(s):

Students will identify the consequences of different thoughts, feelings, and actions.

ASCA Mindsets/Behaviors:

Self-confidence in ability to succeed, Demonstrate effective coping skills when faced with a problem

Materials:

Dominoes or blocks, chain reaction cards, pathway visual, pathway worksheet, sentence stem poster (optional)

Outline:

Opener

- Feelings Check In
- Review Homework
- Mindfulness/Relaxation – Star Breaths

"Last week, we practiced seeing how our thoughts lead to feelings which lead to actions. Sort of like this (set up three dominoes or blocks, tip over) "I think something bad might happen, I feel worried, I freeze and don't do anything." Or like this (set up dominoes again) "I tell myself it doesn't matter if someone calls me a name, I feel okay, and I keep eating my lunch" (if you think your students may need more scaffolding, use a visual to show each element)

We can actually add on more steps to this, because there's more that happens after that, right? Sometimes we have more thoughts or feelings, or take more actions, or there's good or bad consequences that happen next. For example, (use dominoes again) I think my friend is mad at me, I feel sad, I sit by myself at recess, I feel even more sad, I go really slow on my science work, then I think I'm bad and slow at science. You can see how it keeps going!

Activity(ies)

Outline (continued):

"Sometimes when we're upset, we can try to change our thoughts. Other times, we might try to do something that calms our feelings. We'll talk about those things in some other sessions. What I want to talk about before we're done today though, is how we can also make a change in this chain reaction by making a better choice with our actions.

It's a little bit like traveling down a path that comes to a split and then deciding which way to go"

Show two examples, walking your fingers down the path visual

Example 1: Someone calls you stupid, you think "I need to get back at them", you feel angry, you can... go push them (and then they push back or you get in trouble), or you can totally ignore them (and you still feel a little angry but it doesn't stop you from having a good rest of your day)

Example 2: You said the wrong answer out loud in class, you think "Now everyone will think I'm dumb", you feel sad and worried, you can ask to go to the bathroom and hide for the rest of the class (and miss out on important learning and not get to do partner work with your friend), or you can remind yourself everyone makes mistakes and focus back on the teacher (and learn more and not get so upset about it anymore)"

Activity(ies)

Prompt students triggered to make

If time allows show anyone

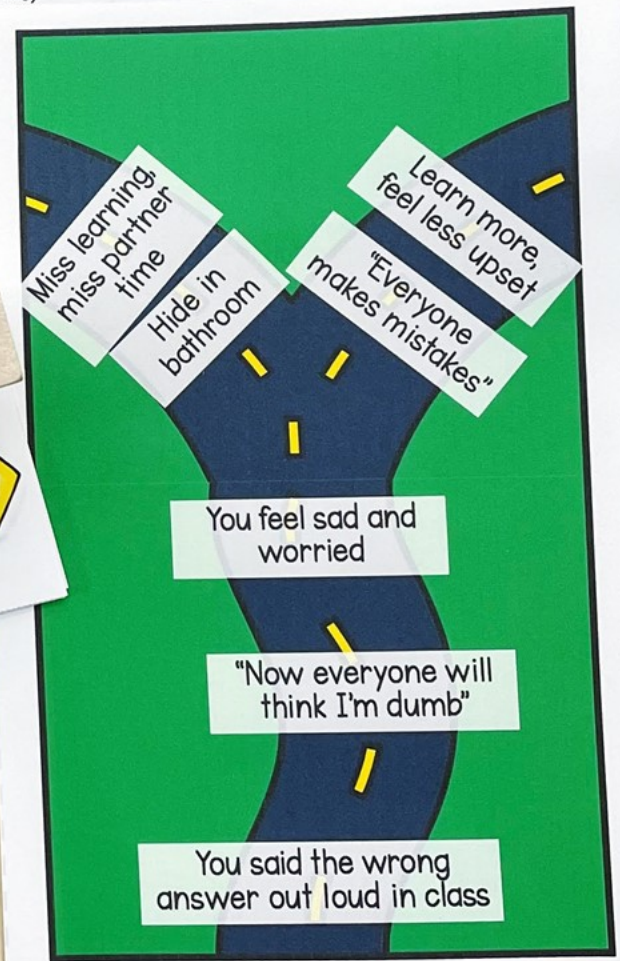
CHAIN REACTION



You have a lot of homework to do

You forgot to tell your friend happy birthday

You have to show your PE teacher some sports skills while everyone else is watching



session 6: actions and consequences

CBT Group Session #7: Helpful vs. Unhelpful Thoughts

Objective(s):	ASCA Mindsets/Behaviors:	Materials:
Students will differentiate between helpful vs. unhelpful thoughts and identify personal unhelpful thoughts.	Self-confidence in ability to succeed; Demonstrate effective coping skills when faced with a problem	Thought cards, rice/sand/bean bin, thought scales and clothespins (optional)

Outline:

Opener

- Feelings Check In
- Review Homework
- Mindfulness/Relaxation – Big, Blue, Beautiful

"We've been talking about thoughts, what we tell ourselves, for weeks now! Today we're going to dig deep to talk about them some more. Sometimes it's hard to know what we're really thinking deep inside our brains – it's like the thoughts are buried. So today, we're literally digging to find examples!

There are 10 thoughts buried in here. (show students the tray/bin/box) You're going to take turns finding them, one at a time. After you find one, take it out, read it to us, and say what emotion you would have if your brain thought it."

Activity(ies)

If students realize these thoughts have matches, acknowledge they know you'll talk about that later.

"There aren't good thoughts or bad thoughts, but there are helpful thoughts. Helpful thoughts help us to feel good or okay, they help us make good choices. Unhelpful thoughts make things always true. Let's go through these thoughts again and see if we can find helpful ones."

If the students haven't realized the thoughts have matches, then prompt them to make the matches between the thoughts and the emotions.

Be curious about which of these thoughts your brain is using. Some are helpful, some are unhelpful. It's okay to be curious about which of these thoughts your brain is using, too – that's part of feeling better.

Outline (continued):

Take one pair of thoughts and place them in opposite places in your room. Ask students to imagine an invisible line connecting them (or if possible, use masking tape or washi tape on the floor!) "These thoughts are sort of opposites. You can't have both at the same time, but, your thought might be sort of in between them."

"You're going to stand somewhere on the line to show how your brain thinks. Do you always think (read thought) or do you always think (read opposite thought) or are you somewhere in between? Maybe closer here... or here? Stand to show how much your brain agrees with these thoughts."

*If your group needs scaffolding with this, first do one round with the thoughts "Chocolate ice cream is the best." vs. "Strawberry ice cream is the best."

*If your space is extremely limited, the thoughts are also included on additional pages where students can use binder clips, clothespins, or paper clips to show where their brain is between the thoughts.

NEEDS MORE?



Thought card: "I always get in trouble."

WHERE IS YOUR BRAIN?

Thought cards:

- No one cares about me.
- It's okay if things don't always go the way I want.
- What if things go really good?
- There are people who love and care about me.

Arrows and dashed lines indicate the placement of thoughts on a scale.

session 7: helpful vs. unhelpful thoughts

CBT Group Session #8: Review and Reflect

Objective(s):	ASCA Mindsets/Behaviors:	Materials:
Students will review and practice what they've learned so far.	Self-confidence in ability to succeed, Create positive and supportive relationships, Demonstrate effective coping skills when faced with a problem	Go Think! Game Cards

Outline:

Opener

- Feelings Check In
- Review Homework
- Mindfulness/Relaxation – Big, Blue, Beautiful

"We are a little more than halfway through our group together! Today we're going to review some of what we've learned so far.

First we're going to play a card game to practice some of what you've learned.

The game we're going to play is just like Go Fish, but it's called Go Think! There are five kinds of cards (*show them*) and the goal of the game is to get groups of three of the same card. You'll do this by asking each other for them!"

Activity(ies)

Deal each player five cards. Explain the rules:

- On your turn, you ask the player to your left if they have any of the type of card you want.
 - If they do, they have to give them to you. Then, you get to go again (asking any other player for any type of card).
 - If they don't, they say "Go Think!" and you draw a card.
 - After you "Go Think!" and draw a card, your turn is over.
- If and when a player has 3 of the same type of card, they lay them down in front of them.
 - If they lay down...

Outline (continued):

- If they lay down a set of "Unhelpful Thought" cards, they need to give an example of an unhelpful thought
- If they lay down a set of "Relax" cards, they need to show/practice a relaxation strategy
- If they lay down a set of "Comfortable Feeling" cards, they need to give an example of when they have a comfortable feeling
- If they lay down a set of "Uncomfortable Feeling" cards, they need to give an example of when they have an uncomfortable feeling
- The game ends when time is up or the draw pile has run out
- The winner is the player with the most sets (a set being 3 of the same card, laid in front of them)

Activity(ies)

"Remember those thought, feeling, and action self-portraits you did over a month ago? I have them right here! And I'm curious what you think of them now and how things have changed"

Depending on time and student's development through the group, you can either reflect on their previous answers or have students generate new answers (or write their edits) on the back side of the page.



session 8: review + reflect

CBT Group

Session #9: Challenging Thoughts

Objective(s):	ASCA Mindsets/Behaviors:	Materials:
Students will practice challenging unhelpful thoughts.	Demonstrate critical thinking skills to make informed decisions. Demonstrate effective coping skills when faced with a problem.	Spinner pages brads, scissors, scenario cards

Outline:

Opener

- Feelings Check In
- Review Homework
- Mindfulness/Relaxation – Five Senses

"Now that we know about helpful vs. unhelpful thoughts, we need to practice challenging them. What do you think that means, to challenge our thoughts? It means we think about whether or not we should think them, and maybe see if the thoughts are wrong. There's a few ways we can do this"

Pass out the spinner pages to each student, and tell them you'll be making them together.

Activity(ies)

1. Cut out both circles
 2. Use the brad tip or a pen to poke a small hole in the center.
 3. Connect circles, the one with the cut out directly on top of the whole one, with the brad.
- "Let's put some of the challenging strategies into action! When we are upset, it's when CHALLENGE them. If we decide they aren't helpful, then CHALLENGE IT!"

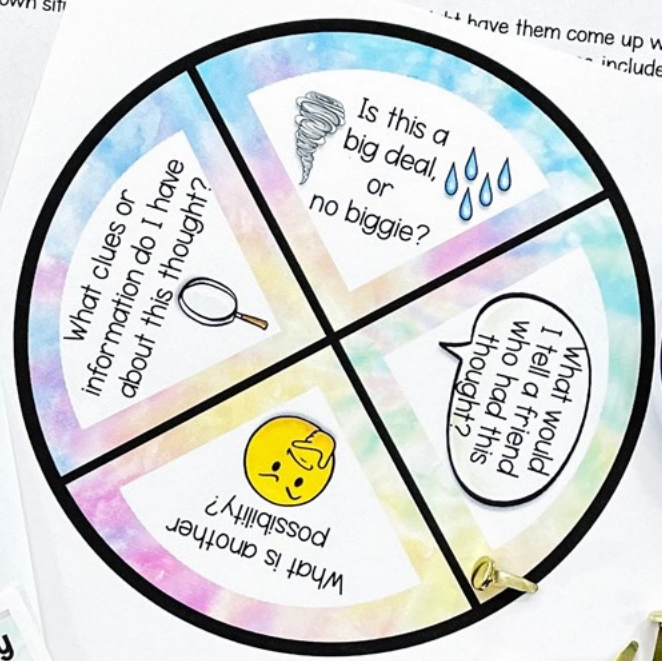
Outline (continued):

"You'll read the question and answer it. Decide if the thought is helpful or not. Then, if it's not helpful, CHANGE it! Tell us what a better thought would be."

You can give students scenarios and thoughts one at a time, or they can go through each one

Depend on sit

... have them come up with their ... included here.



stuck on some think:

out in front of

Your friend has been spending time with someone else. You think:

They don't want to be my friend anymore.

You're thinking about a family member you haven't seen in a long time. You think:

They probably don't even remember me.

Your sister blamed you for something this morning and your mom got mad at you. You think:

Now the whole day is ruined.



session 9: challenging thoughts

CBT Group

Session #10: Coping Skills

Objective(s):	ASCA Mindsets/Behaviors:	Materials:
Students will identify preferred coping skills and practice recalling happy memories.	Demonstrate effective coping skills when faced with a problem	Fortune tellers, 1 cup for each student, a bin or bucket, water or sand

Outline:

Opener

- Feelings Check In
- Review Homework
- Mindfulness/Relaxation – Five Senses

"Today we are talking more about how to feel better when we're upset – these strategies are called coping skills. What are some coping skills you already know, or ones we've maybe already done together? (make sure they name/list the relaxation strategies that they've learned and practiced, as well as thought changing)

One thing that can help when we're upset is to think about things that make us happy. This might mean thinking about a happy memory, or about the things that make you smile.

Activity(ies)

Help students cut and fold their cootie catchers/fortune tellers. Then students partner up (include yourself if you have an odd number of students) to take turns using them with each other to practice identifying and remembering things that bring them joy, gratitude, or positivity.

"Do coping skills make us instantly happy? Can it switch anger or sadness or worry into happiness? No, not usually. But they can definitely make our worry levels lower. We're going to do an activity to show you how."

Give each student a cup with sand or water. Explain "The insides of your cups..."

Outline (continued):

"I'll ask you some Would You Rathers. After you pick one, you'll dump a little of the uncomfortable feeling out! That will show how using coping skills

- Read a book or move your body?
- Write about your feelings, or tell someone about your feelings?
- Build something or draw something?
- Dance or sing?
- Five Senses or I Am?
- Get a drink of water or take a walk?
- Thinking about something that makes you smile or taking a slow breath?
- Watch a video or play a game?

1 Tell about a time you felt super happy.

2 What smell or flavor are you grateful for?

3 What is something you're grateful for that is free?

4 What is something outside you are grateful for?

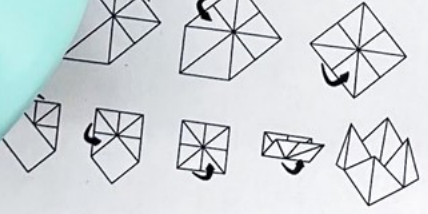
5 What is something that makes you laugh?

6 Who are you grateful for?

7 What is something you are grateful for?

8 What is something you are grateful for?

and fold as shown below:



For "what would you do if...", the student holding the bug catcher finishes the sentence with a situation that would cause distress and their partner shares what they would do to cope.



session 10: coping skills

CBT Group Session #11: Problem Solving

Objective(s):	ASCA Mindsets/Behaviors:	Materials:
Students will practice problem solving.	Demonstrate effective coping skills when faced with a problem	Memory Match cards

Outline:

- Opener**
- Feelings Check In
 - Review Homework
 - Mindfulness/Relaxation- Chair Push

- Activity(ies)**
- "Today our meeting is all about problem solving. Sometimes we need to change our thoughts to feel less upset. Sometimes, we need to find solutions and be problem solvers.
- We're going to start by playing **Memory Match**.
- Place all of the cards face down on the table. Oldest student goes first.
 - On each student's turn, they will flip over two cards.
 - If they didn't make a match, they flip the cards back over and play moves on to the next player.
 - Each time a player makes a match, they share an example.
 - I-Message: Student gives an example of an I-message using those sentence stems
 - Use a Coping Skill: Student names a coping skill they like
 - Circle of Control: Student names something IN they're control
 - Take a Break: Student says how they will take a break when they need to take a break
 - Ask for Help: Student names someone they can ask for help
 - Think About: Student names something they can think about when possible
 - If the person...

Outline (continued):

"Now we're going to practice being problem solvers some more by playing some Hot Potato! You'll sit (or stand) in a circle and pass around a 'potato' (whatever object you have on hand!) while you hear music playing. When the music stops, the person holding the potato will answer a question. The question will be a 'What can you do if...' type of question!"

You may want to leave the six problem solving cards from the game in the circle for students to reference.

After a couple of rounds, consider adding in another "potato" and have both people left holding it when the music ends share a possible solution to the problem.

Problem scenarios (these are just a starting point, you may wish you use ones specific to your students) – "What can you do if...?"

- You asked your teacher to go on one of the computers and she said no, even though she told someone else yes
- Someone cut in line in front of you when your class lined up for the cafeteria
- Your mom agreed to take you to the store to buy you a new board game. When you got there, you saw they didn't have your top choice.
- Someone called you a name and it really, really hurt your feelings
- Someone pushed you at recess when they walked by
- You got a ton of questions wrong on your spelling test
- Your family's trip to the zoo was cancelled because your mom has to work
- Someone said they don't want to play with you at recess
- Someone on the bus has been tripping you when you walk past
- You are super sad that your video game console is broken
- You fell down and lots of people are laughing at you

Touch Affirmations

When giving out homework, explain this week's: "This week, write down a problem you have and two possible solutions to it."

PROBLEM SOLVING MEMORY MATCH

PROBLEM SOLVING MEMORY MATCH

PROBLEM SOLVING MEMORY MATCH

PROBLEM SOLVING MEMORY MATCH



TAKE A BREAK



TAKE A BREAK

session 11: problem solving

CBT Group

Session #12: Closing

Objective(s):

Students will practice some of what they've learned in group while developing a sense of closure.

ASCA Mindsets/Behaviors:

Self-confidence in ability to succeed; Demonstrate effective coping skills when faced with a problem

Materials:

Post-surveys, Go Think cards, worksheet

Outline:

Opener

Feelings Check In
Review Homework
Mindfulness/Relaxation Activity – Chair Push

Post-Survey – Remind students that you're the only one who will see their answers, and that it's just to help you know the ways the group has helped them. Depending on the reading level of students, you may wish to read the prompts aloud.

"Our last session together is today! I am SO proud of all of you and all the great learning we've done together and how you've all been handling strong feelings.

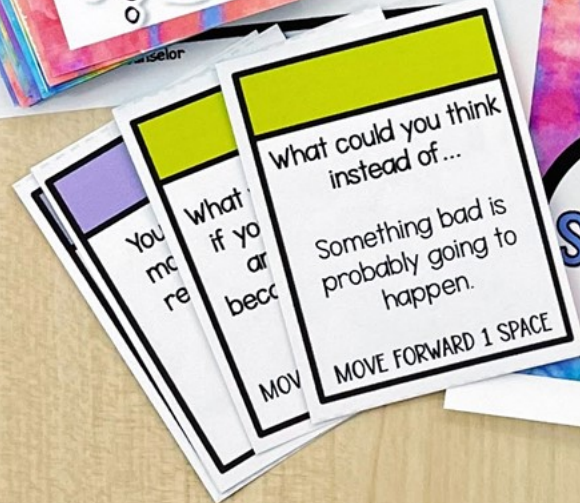
Activity(ies)

We're going to end with a board game! The goal is just to go around the board. On your turn, you'll draw a card. Read it, and if it asks a question, you'll move your playing piece forward or backward the number of spaces indicated. You can win the game once the first student goes around the board.

Students complete the included worksheet questions:

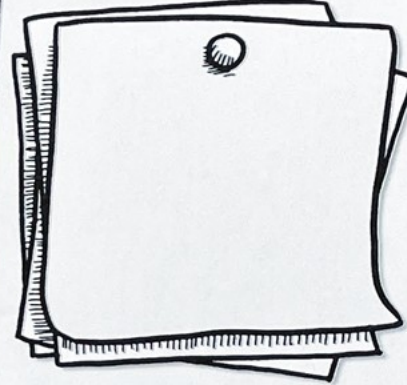
How I felt in group...
How I learned is...
Something I'm better at is...

Consider a special gift for the group.



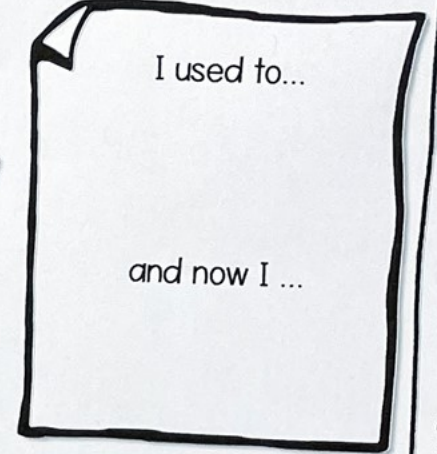
NAME: _____

My proudest moment in group was...



I used to...

and now I ...



Something new I've

Something I've become better at is...



©The Responsive Counselor

session 12: closing



reviews

"I would highly recommend this small group curriculum. The lessons and activities included are highly engaging and informative. My students enjoyed this just as much as I did."

-Amanda S.

"This is probably one of my most used curriculums. It is so helpful for an array of students. Easy to use, easy for the students to follow and understand, and helpful for students!"

-Gina S.

"This is one of my favorite groups to run! The lessons are engaging and it explains the material in a way that makes sense to the students! Love this resource!"

-Katherine G.










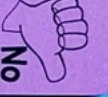
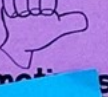

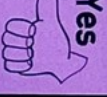
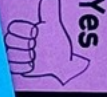
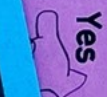

Thoughts, Feelings, & Actions Pre/Post Survey

Teacher Name: _____

Student Name: _____

Thoughts, Feelings, & Actions Pre/Post Survey


Name: _____

1	I feel happy.	 No	 Sometimes	 A Lot
2	I feel sad.	 No	 Sometimes	 A Lot
3	I feel worried.	 No	 Sometimes	 A Lot
4	I feel mad/frustrated.	 No	 Sometimes	 A Lot
5	I can help myself feel better when I'm upset.			 Yes
				 Yes
				 Yes
				 Yes

REMINDER!

Group Today at: _____

SEE YOU SOON!



Hello parent/guardian!

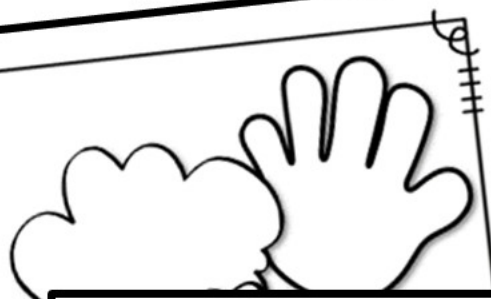
Part of the school counseling program at our school includes small groups that meet weekly and help students with specific topics. Your child has been referred to a managing feelings group. This group is to help students identify their feelings, change unhelpful thoughts into helpful thoughts, use positive coping skills, and help students be their best, most awesome selves that they can be. We will begin meeting soon, usually weekly, for _____ sessions. Together we will talk, play games, and practice handling strong feelings of sadness, worry, or anger. I'm looking forward to working with your child!

Call or email me (or your child's teacher) with any questions.

**teacher and student surveys,
parent welcome note, student
reminder note**

THOUGHTS, FEELINGS, & ACTIONS PRACTICE

Name: _____



Actions and Consequences

Name: _____

Write down one time this week that you were upset and what you first wanted to do was not the best choice for you, so you did something better instead.



Thoughts, Feelings, Actions Cycle

Name: _____

SITUATION: _____

Pick one time this week you felt upset. Write what you were thinking, feeling, and what you did. Then, write a more helpful thought to have in that situation.

THIS IS
WHAT I
DID:



Relaxation Skills

Name: _____

Big
Blue
Beautiful



When did you

How did it make y

Feelings and Triggers

Name: _____

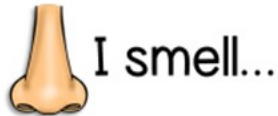
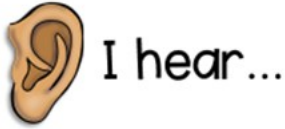
This week I felt _____ when...



Circle how big the feeling was: 1 2 3 4 5 6 7 8 9 10

practice sheets to promote generalization through “home practice” or a workbook to keep in the classroom

FIVE SENSES



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FINGER TOUCH AFFIRMATIONS

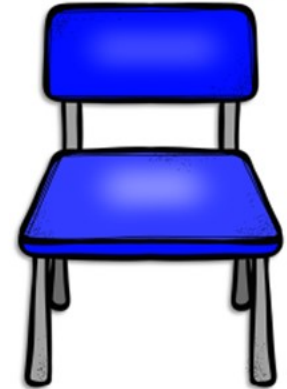


Hold out both hands. Touch/tap each finger to your thumb, starting with your pinky finger. With each tap, say a word from an affirmation. Take a deep breath. Repeat, this

time starting with your
inter...
I can do this.
I will be strong.
I am O-K.

I can do this.
I will be strong.
I am O-K.

CHAIR PUSHES



Press your hands against the seat of your chair, or the floor. Push it hard so that your body lifts or almost lifts up. Then let go and let your hands and arms relax.

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calming strategy visuals

B.B.B.

Find something **blue** in the room.



Find something **beautiful** in the room.

Find something **BIG** in the room.



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STAR BREATHS



Trace around each finger. Breathe in when you trace up a finger, and breathe out when you trace down a finger.

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Hello parent/caregiver!

In your child's managing feelings group, we've been learning and practicing some different relaxation and calming activities. I am sharing some visuals in this handout that shows them if you want to try any of them together as a family.

Best,



CHAIR PUSHES

Press your hands against the seat of your chair, or the floor. Push it hard so that your body lifts or almost lifts up. Then let go and let your hands and arms relax.

B.B.B.

Find something **blue** in the room.

Find something **BIG** in the room.

STAR BREATHS

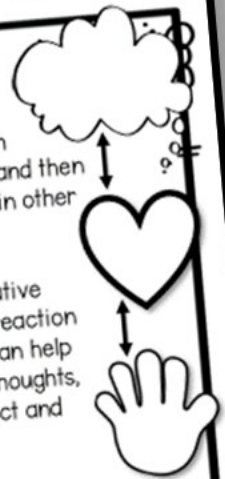
Trace around each finger. Breathe in when you trace up a finger, and breathe out when you trace down a finger.

Hello parent/caregiver!

Today in your child's managing feelings group, we talked about the **thoughts-feelings-actions cycle**. When something happens, our brain automatically has thoughts about it. Our thoughts lead to feelings, and then our feelings lead to actions or choices. Sometimes the cycle goes in other ways, too. They are all connected.

More happens after the cycle as well. There are positive and negative consequences to our actions. We can change the cycle or chain reaction by choosing to think or act differently, or use a coping skill. You can help your child remember and apply this by asking them about their thoughts, feelings, and actions and prompting them to see how they connect and where they could make changes.

Best,



parent reinforcement notes

Hello parent/caregiver!

I'm sharing some of the main ideas and vocabulary that we discuss in our managing feelings group so that you can help your child remember and use what they've learned. Today, we talked about **feelings and triggers**.

When something happens that is upsetting to us, we can call it a "trigger". It's like it pushes our feelings buttons. We can think of the intensity or size of our feelings as being different levels on a thermometer.

It's important to think about the size of our emotions because sometimes bad or worrisome things do happen to us, and it's unrealistic for us to try and be happy when they happen *but* it is realistic to lessen an intense emotion. It also helps us to recognize when something is a small vs. big problem.

Best,



Hold out both hands. Touch/tap each finger to your thumb, starting with your pinky finger. With each tap, say a word from an affirmation. Take a deep breath. Repeat, this time starting with your pointer finger.

I am in-charge-of-me.
I can handle this.
I'm a good person.
I can do this.
I will be strong.
I am O-K.

WHAT WOULD YOUR BRAIN SAY IF...

The power went out at school.

Oh no. What if something bad happens?

Everything is always going wrong.



You are going to have a new baby brother or sister.

Now I'm not going to get any attention from my parents.

They push back, Trouble

Feel a little angry, good day

Push them

Ignore them

You feel angry

Miss learning, miss partner time

Hide in bathroom

"Everyone makes mistakes"

Learn more, feel less upset

You feel sad and worried

all pages also included in black & white

I can't handle it when things don't go my way



I have to be perfect

WHERE IS YOUR BRAIN?

It's okay to make mistakes



Everyone has to like me

WHERE IS YOUR BRAIN?

Some people will like me, some people won't



SCARED
WORRIED
NERVOUS



ANGRY
ANNOYED
FRUSTRATED



SAD
LONELY
DISAPPOINTED



SCARED
WORRIED
NERVOUS

Trigger
ons

RY
OYED
STRATED

LY
PPOINTED

RED
RIED
VOUS

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Hi, I'm Sara! I create resources for elementary students, counselors, and teachers that improve social emotional learning and help students be their best selves. My focus is creating resources that are *effective* (using research-based best practices) and *engaging* (through collaborative learning and relevant scenarios) for all types of learners and populations.



Education

B.A. from Michigan State University
Psychology and Anthropology

M.S. from Vanderbilt University
Community, Research, and Action

M.Ed. From Vanderbilt University
Human Development Counseling:
School Counseling & Mental Health

Experience

I'm a former school counselor from a large southeastern school district with a wonderfully diverse group of students. I created and implemented a data-based comprehensive school counseling program while helping classroom teachers and administrators implement schoolwide SEL and restorative practices. Now, I share my ideas and resources to reach students and help educators across the world!

Let's
Connect:

