***You cannot solve a problem with the same kind of thinking that created it. - Albert Einstein***

**Name**: Solution-focused Group Counseling **Grade Level:** 7-8

**Topic:** Anxiety **Date/Allotted Time:** 45 mintues

**Special Preparations/ Materials or Resources:** Student folders, variety of objects to feel, strips of cloth for blind folds, and Goal-setting worksheets.

**Purpose/Rationale for the lesson:**

1. To utilize mindfulness to identify how anxiety feels in our bodies.
2. To instill hope in overcoming their anxiety by identifying it early by indicators in their body.
3. To begin thinking of solutions to reduce or dispel anxiety when they first feel it in their body, and utilizing skills to calm their body and reduce anxious feelings.
4. To use solution focused brief therapy techniques to guide the lesson and outcomes.

**Learning/tool kit Objectives for the lesson:**

1. Utilizing body chart to identify areas where they typically feel anxiety.
2. Be able to verbalize and describe how they feel anxiety in their bodies.
3. To come up with ideas or techniques to calm their bodies as a solution to anxiety.

**Developmental level of students:** Grade 7-8

Adolescence is a time of change throughout the body. The body is changing from that of a child to that of an adult, and as they experience many physical changes their bodies may feel awkward and clumsy. As their bodies move to adulthood, children this age are seeking more independence, and tend to focus more on peer groups for their identity. Generally, kids this age focus on the now, but they are starting to understand that what they do now can have long-term effects. They are also beginning to see that issues are not just cut and dry, and that information can be interpreted in different ways. (Puckett and Black, 2000).

**Key questions:**

1. How does it feel when my body experiences anxiety?
2. What is the first thing I notice in my body?
3. How does it feel when the anxiety passes?
4. What is your goal my goal for overcoming my problem?
5. What is a small step I can take to reach my goal?

**Procedures:**

1. **Anticipatory set:**  **Time: 10 minutes**

* **Goal Diary.**  Students spend 3 minutes writing in a Diary and scaling their progress toward their goal.
* **Ice-breaker: Feeling Circle.** Before group arrives gather 6 objects that feel differently and place them in a brown bag. When group is ready have them gather around on the floor and sit in a circle, give each person a cloth to use as a blind fold and have them put on their blind fold (if being blind folded causes anxiety allow them to just close eyes). Once blind folds are on, have the group lie down on their backs, put their hand on their belly and just focus on their breathing. Have them imagine there is a balloon in their belly and they just feel it filling and deflating. Do this for about 2 minutes. Then still in their resting positions ask them to raise their hand and tell you how they feel or what they notice about their body. Write the descriptive words on the board in an area that corresponds with the number it came out of the bag. Then have them sit up and starting at one end of the circle place one of the objects in the hands of the first child and ask them to describe how it feels; or what color they think it might be. Be sure to clarify that you do not want them to try to guess what the object is. After they have gone through all the items in the bag, then have them take the blind folds off and show them one object at a time and ask them to match it to the descriptive terms on the board. As a final check, ask for any other words they thought could describe any of the objects.

There are no “wrong” answers – it is how it feels to them. Be sure to encourage their descriptions.

* Which object felt the best to you?
* What did you like about how it felt?
* How did it make you feel?
* What did you notice about your breathing?
* How did it feel when you first put your hand on your belly?
* How did you feel as you were laying there breathing?
* What did you notice about your body?

1. **Body of the lesson: Time: 25 minutes**

* **How I feel Anxiety in my body.**
* Materials: Goal setting worksheets.
* Present Anxiety Operation worksheet. Read over worksheet with students, and answer any questions about the description of the symptoms to clarify that everyone understands the vocabulary. Ask students to imagine what it is that brought them to the group (the problem). It could be nervousness, peer problems, test anxiety, etc. Explain they will be thinking about how they feel when dealing with the problem or placed in a situation where they have to face the problem. Then ask them to color in, outline, or circle the symptoms that they experience as accompanying anxiety in their body. They will be working individually on their worksheet, but can raise their hand to ask questions along the way.
* Once they have completed their work, ask if anyone would like to share a part of their worksheet. Be sure to emphasize positive language about the problem and the goal (that is really a good description, or you are very self – aware and able to tell us how that feels. ) Praise their sharing how anxiety feels in their body.
* After everyone has shared their feelings, ask the group if they can think of any cool strategies to help calm the anxiety? Examples could be deep breathing, make a joke, think of your favorite food, etc. List all the potential strategies on the board.
* Review strategies on the board and then give each student a scenario – “Your hands start to feel shaky, and you realize it is because you are feeling anxious. What strategy could you use in that situation?” Have the students share and discuss their strategies aloud.

1. **Closure: Time: 10 minutes**

* Individual assessment (use 1-10) scale in Goal Diary). Students will copy down their goal into folder, and two strategies they might use.
* **Homework (Finding exceptions!):**

1. **Assessment** (use 1-10 scale):  **Time:**
2. **Modifications/Adaptations:**

**Reflections:**

“Optimists enrich the present, enhance the future, challenge the improbable and attain the impossible.”

- William Arthur Ward