***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:** Thoughts & Anxiety **Date/Allotted Time:** 45 minutes

**Special Preparations/ Materials or Resources:** Construction paper cut out like capes, white paper, markers, scissors, glue sticks, Thoughts & Anxiety worksheets, Super hero worksheets.

**Purpose/Rationale for the lesson:**

1. To make the connection between thoughts and anxiety more visible to the child.
2. Shows connection between the freedom to make a choice, and empowers them to make choices to overcome their anxiety by building on the positive to eliminate the negative.

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

1. Use Goal Diaries to review progress of the past week.
2. Accentuate the positive, eliminate the negative.
3. Do more of what works and stop doing what doesn’t work. Provide a mental tool kit of solutions to effectively deal with anxiety.
4. Create vocabulary that promotes success and positive thoughts.

**Developmental level of students**: Grade 7-8 (age 12-14)

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. What are some of your strengths?
2. What kind of things do you think before you feel anxious?
3. Tell me about a time when things went really well, and what were your thoughts then?
4. What is one goal you can think of to help you change how you think about your anxiety?
5. What are a few changes that might happen as a result of you “thinking a little differently?”
6. What is the most important thing you learned in this group and who taught you that?

**Procedures:**

1. **Anticipatory set:**  **Time: 15 minutes**
* **Goal Diary.**  Students spend 3 minutes writing in a Diary and scaling their progress toward their goal.
* **Ice Breaker: Hands on Activity**

Hands-On Activity

Have students begin this activity by listing at least 25 words that describe their strengths and the things they like about themselves. No sentences allowed, just words! Then ask each student to use a dark pen to trace the pattern of his or her hand with the fingers spread apart. Provide another sheet of paper that the student can place on top of the tracing. Because the tracing was done with a dark pen, the outline should be visible on the sheet below. Direct students to use the outlines, as guides and to write their words around it. Provide students a variety of different colored pencils or markers to use as they write. Have students cut out the hand outlines and mount them on construction paper pre-cut in the shape of a cape, so you can display the hands. As you read the words written on the hands to the group, ask them what they think that person’s secret super hero power could be? Then challenge the students to identify which student it belongs to. (Coker, 2000)

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* What was the one thing you wrote down that you most wanted the group to know about you?
* What was one thing someone else wrote that you really liked?
* Do you see think about yourself in a more positive way now?
* Was this easy for you?
* How do you think these strengths/characteristics will help you reach your goal?
* What was strength was the hardest for you to think of?
* Who in your life see’s these strengths/characteristics in you?

(http://www.educationworld.com/a\_lesson/lesson/icebreakers\_for\_kids\_2.shtml)

1. **Body of the lesson: Time: 25 minutes**
* **Thoughts & Anxiety**
* Materials: Thoughts & Anxiety boy/girl work sheet, and super hero boy/girl worksheet.
* Hand out gender appropriate or gender of choice Thoughts & Anxiety worksheet to each student and have them complete the worksheet independently. (5 minutes)
* When the student has completed the Thoughts & Anxiety worksheet, have them take the Super hero worksheet and complete it independently. (5 minutes)
* When the time is up have students pair up with another student and brain storm other ideas for positive thoughts to add to their Anxiety Kryptonite. Have each student create a super hero name and label their worksheet with their super hero name. (5 minutes)

Then have groups share ideas and write them on the board. (10 minutes)

* When faced with anxiety what would (enter super hero name here) do?
* Did thinking about a about strategies to help deal with your anxiety you had change how you felt?
* Do you think that will be a good tool to use in the future when you feel anxiety again?
* Does it feel good to be you?
* Do you think you can think about yourself and remember all your strengths the next time you feel anxious or encounter the problem?
* What have you learned about your capacity to change?
* What is the most important lesson you learned in this group and who taught you this lesson?
1. **Closure: Time: 5 minutes**
* Individual assessment (use 1-10 scale in Goal Diary). Students will copy down their goal into folder.
* **Homework (Finding the Super hero in you!):** Keep a list of your greatness or moments where you used your own mind to control your anxiety over the week.
1. **Assessment** (use 1-10 scale):  **Time:**
2. **Modifications/Adaptations:**

**Reflections:**