Group at a glance

Eight weekly sessions of about 30 minutes, plus attendance

Week	Session	Goal	Date
1	**All my feelings are okay**	Students meet the group, make agreements and learn that everyone has many feelings and all feelings are okay to have.	
2	**Feelings in my body**	Students notice body clues that tell them what they are feeling, such as a hot face, tight fists or a fast heartbeat.	
3	**Small, medium or big**	Students rate how big a feeling is and practice matching the size of their reaction to the size of the problem.	
4	**Calm down breathing**	Students learn and practice three simple breathing tools that help their bodies calm down.	
5	**My coping toolbox**	Students build a personal toolbox of safe things they can do to calm their bodies and feel better.	
6	**Asking for help**	Students name trusted helpers at home and at school and practice asking for help with clear, simple words.	
7	**Helper thoughts and Plan B**	Students practice kind helper thoughts and flexible Plan B thinking when things do not go their way.	
8	**My calm plan and celebration**	Students put their skills together in a personal calm plan, share what they learned and celebrate.	

Student and teacher	W1	W2	W3	W4	W5	W6	W7	W8	Pre / post

Session flow

Opener 5 min, teach 8 min, practice 12 min, wrap up 5 min.

Same start each week

Feelings check in with the faces, then review the take home idea.

Praise specifically

Name what you saw: You took a slow flower breath when you felt mad.

Session 1: All my feelings are okay

Lesson plan for the group leader

Objective

Students meet the group, make agreements and learn that everyone has many feelings and all feelings are okay to have.

Materials

Group agreements page, pre group check (read aloud), feelings faces student page, crayons, a hand mirror if available, a feelings picture book from your library (optional)

Opener 5 min	Name and face game: each student says their name and makes a face that shows how they feel right now. The group copies the face and guesses the feeling. Model first with your own name and a happy or sleepy face.
Teach 8 min	Explain the group in simple words: we will learn about feelings and what to do when feelings get big. Make agreements together with the picture agreements page, acting out each one (kind hands, listening ears, take turns, it is okay to pass). Teach that feelings are messages inside us and everyone has them, even grown ups. Introduce six feeling words with faces: happy, sad, mad, worried, calm and excited. Hold up each face and ask: What does this face look like? When might someone feel this way? Repeat the key message of the group: All feelings are okay. What we do with them matters. Pass the mirror so students can see their own feelings faces.
Practice 12 min	Feelings charades: a student points to a face on the student page, acts it out with face and body, and the group guesses. Then students color the face that shows how they feel today and draw one more feeling face of their own.
Wrap up 5 min	Each student finishes the sentence: Today I feel... Read each line of the pre group check aloud while students color a face. Students sign the agreements with their name or a drawing.
Take home	Show a grown up at home your feelings faces and play a feelings guessing game at dinner.

What I noticed (skills, needs, who to praise)

Follow up or changes for next week

Session 1: All my feelings are okay

Point to each face and say the feeling word



Happy



Sad



Mad



Worried



Calm



Excited

Color the face that shows how you feel today.

Draw a feeling face of your own

Draw a time you felt happy or excited

This feeling is called

All feelings are okay. What I do with them matters.

Name _____ Date _____

L&T

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K-2 Coping Skills Group Curriculum: Feelings Garden Small Group

Printable PDF, 25 pages: 8 sessions, each with a one page lesson plan and a matching student page, plus a family permission letter, group agreements and a pre and post skills check

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