Group at a glance

Eight weekly sessions that build on each other

Week	Session	Goal	Date planned
1	**Welcome, what is stress?**	Students meet the group, build agreements and learn that stress is a normal body and brain response that can help or overwhelm us.	
2	**Stress in my body and brain**	Students learn the alarm response (fight, flight or freeze) and identify their own early warning signs.	
3	**What I can control**	Students sort their stressors into what they can control, influence or need to let go of, and plan one small action.	
4	**Calm the body**	Students practice three body based calming skills and pick the ones that work best for them.	
5	**Thought traps**	Students spot common thinking traps that make stress bigger and practice balanced, realistic thoughts.	
6	**Taming the to do list**	Students learn to break big tasks into steps, plan their week and work against procrastination.	
7	**Sleep, screens and support**	Students look at daily habits that affect stress and map the people they can turn to for help.	
8	**My stress toolkit**	Students build a personal stress plan, reflect on their growth and celebrate.	

Group members

Day, time and place

Session flow

Opener 5 min, teach 10 min, practice 15 to 20 min, wrap up 5 min.

Check in every week

Start each session with a quick stress meter number from 1 to 10.

Keep it real

Use examples students bring: tests, group chats, sports, family.

Session 1: Welcome, what is stress?

Lesson plan for the group leader

Goal

Students meet the group, build agreements and learn that stress is a normal body and brain response that can help or overwhelm us.

Materials

Group agreements page, pre group check, sticky notes, markers

Opener 5 min	Two truths and a guess: each student shares two true facts and one made up fact about themselves; the group guesses which one is made up.
Teach 10 min	Explain the group: a place to understand stress and build a personal toolkit for handling it. Teach that stress is the body and brain getting ready to deal with a challenge. A little stress can help us focus before a test or a game. Too much stress for too long can make it hard to sleep, focus, get along with others or enjoy things. The goal is not zero stress; it is knowing what to do when stress gets too high. Build agreements together (listen, respect, keep it private unless someone is unsafe, it is okay to pass, no phones out).
Practice 15 min	Stress wall: students write common middle school stressors on sticky notes (tests, grades, friends, group chats, sports, family, changes) and post them. The group notices how many are shared.
Wrap up 5 min	Each student signs the agreements. Complete the pre group check.
Take home	Notice one moment of stress this week and what your body did.

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

Follow up or adjustments for next week

Name _____ Date _____

Session 1: What is stress?

Stress is my body and brain getting ready for a challenge

My name _____ Grade _____

When stress helps me (focus, energy, motivation)

When stress is too much (what happens)

The goal is not zero stress.
The goal is knowing what to do when it gets too high.

My top stressors right now

Stressor	How often	How big (1 to 10)

My stress meter today 1 2 3 4 5 6 7 8 9 10

One thing I hope to get better at in this group

L&T

Lotus & Tulip

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Middle School Stress Small Group Curriculum

Printable PDF, 25 pages: 8 sessions, each with a one page lesson plan and a matching student page, plus teacher referral form, family letter, group agreements, pre and post skills check, attendance notes and certificate

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