**6th Grade Stress Group**

***Session 1:***

There were four students that signed up for a stress group that was labeled “stress busters.” They met once a week for a period of four weeks. During the first group, they identified rules that would be useful for the group: respect, confidentiality, and sharing the time with others. After they developed the rules, they played the M&M game. This is when they got a handful of M&M’s and shared with the group their name and a fact about themselves for every M&M they picked. They then discussed the goals that they had for the group and how they wanted to be different at the end of the group. After that, they drew on one side of a sheet of paper what their stress looks like and on the other side they drew something that they do to relieve their stress and shared them with the group. Finally, they were given journals for them to use each week to write their stressors, something positive that happened, or anything that they felt like writing about.

***Session 2:***

During the second session, the students checked in with the group and described a high and a low for them during the week. They also rated their overall stress for the week on a one to ten scale. After scaling, they shared what they were comfortable sharing about their journals. They were then given a worksheet that allowed them to fill out what they did in a typical day and how much time they spent on each activity. We discussed time management and how to determine how much time should be spent on what activities. Finally, they were given another worksheet that asked them to write down their typical stressors and what emotion they felt when those events occurred. They shared their reactions and discussed common themes with the group.

***Session 3:***

During the third session, the students checked in with the group and gave their high and low for the week. Again, they rated their overall stress for the week on a ten point scale. They also shared their journals with the group. They received their worksheet that they had completed last week with their stressful events and the emotions that they feel during those events. They discussed ways that they typically handle those emotions. After discussion of their routine reactions, they were taught a way they can handle stress. They were given a list of different things they can do to relieve their stress such as singing with a group of people, bake something, watching the sun rise, etc. Finally, they answered questions about ways they cope with stress, which activities they don’t use but would like to try, and ways that don’t help them cope with stress.

***Session 4:***

During the final session, the students continued their routine of highs and lows, stress scale, and sharing their journals. They then were given worksheets about what muscle relaxation is and how to try it for themselves. They were given two worksheets about relaxation responses and deep muscle relaxation. They put into practice one of the relaxation techniques. After the relaxation, they received a worksheet about guided imagery. They were given a short summary of what guided imagery is and were given step by step guides of how to practice it themselves. The group ended with a conclusion and reflection on the progress that they made in the past four weeks. They discussed the goals that they had created for themselves and whether they felt like they met those goals.