

glumberkins®

PRESENTS

The Feels

Educator Curriculum



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The Feels

Educator Curriculum

Objective

Students will learn how to identify 5 major emotional states as well as strategies for taking care of their feelings.

Washington State SEL Standard Correlation

The Feels Curriculum introduces students to each of the six Social Emotional Learning Standards set forth by Washington State, touching on benchmarks and indicators using an engaging narrative and supplemental learning tools that can be accessed continuously within the classroom to further reinforce learning. The curriculum includes Yeti Feels and their Mountain, which can find a home in the classroom's self-regulation area (a Safe Place or Calming Corner), or within an at-home Comfort Corner, offering an outlet for students to connect with and build upon their SEL skills as needed, bolstering self-awareness and self-efficacy.

The curriculum incorporates benchmarks holistically throughout, beginning by inviting students to get to know their personal experiences, both internal and external, with a variety of feelings (Self-Awareness, Self-Management and Self-Efficacy Standards) and then expanding outward to take a wider view of the way emotions, thoughts and behaviors influence and are influenced by the environment (Social Awareness, Social Management and Social Engagement Standards). This approach honors diversity by allowing students to understand and articulate the unique way feelings can be experienced individually and within their cultural contexts (through body sensations, thought processes and behavioral norms), as well as builds community by normalizing and validating feelings, and the shared and different experiences that can trigger them.

Offering concrete tools for coping with the spectrum of feelings, The Feels teaches students to first tune in mindfully to their own needs, emotional reactions and behavioral responses to better self-advocate and problem solve with their peers and resource adults. It teaches the importance of self-compassion when tougher feelings arise, which in turn builds empathy and group cohesion within the classroom. Finally, it helps students assume greater responsibility for themselves, their "Feels" and needs of their greater school community, inviting them to contribute meaningfully by practicing new skills daily.

The Feels

Educator Curriculum

Introducing This Unit to Students

For the next few weeks, we are going to learn about an important thing that everybody has: Feelings. Can someone give me an example of a feeling? We are going to read a story about a Yeti who goes on a journey and learns about her feelings. The book is called The Feels.

Set the Scene & Read Aloud

Begin the unit by reading The Feels book to the classroom. For an added audio experience, download the Novel Effect app by scanning the code below or search The Feels in the app. Display the Slumberkins mountain pillow to the class while reading the book. Consider setting up a Comfort Corner in advance as well: more information can be found on www.Slumberkins.com.

Emotion Identification

After reading the book, consider asking students to identify the 5 emotions outlined in The Feels book.

Scared Mad Sad Worried Calm



Unit Lessons

There are 6 lessons in this unit plus additional ideas for extended activities.

Lesson Title	Lesson Goals	Lesson Materials
1. Feels are Friends	Students identify 5 core feelings from book and learn that all Feels are friends who want to help.	<ul style="list-style-type: none"> • Book: The Feels • The Feels Mountain & 5 Yeti Mini Feels • Activity Sheet 1: Mountain Breath Sheet for each student
2. Meet Scared	Students identify scared feeling and strategies for taking care of scared.	<ul style="list-style-type: none"> • Book: The Feels • The Feels Mountain & 5 Yeti Mini Feels • Activity Sheet 2: Draw Your Scared Feel for each student • Crayons/ Color pencils
3. Meet Mad	Students identify mad feeling and strategies for taking care of mad.	<ul style="list-style-type: none"> • Book: The Feels • The Feels Mountain & 5 Yeti Mini Feels • Mad Feel Warning Signs and Helping Skills • Bowl or Hat

Unit Lessons

4. Meet Sad	Students identify sad feeling and strategies for taking care of sad.	<ul style="list-style-type: none"> • Book: The Feels • The Feels Mountain & 5 Yeti Mini Feels • Activity Sheet 4: Special People Paper Dolls for each student • Crayons/Color pencils Scissors
5. Meet Worried	Students identify worried feeling and strategies for taking care of worried.	<ul style="list-style-type: none"> • Book: The Feels • The Feels Mountain & 5 Yeti Mini Feels
6. Meet Calm	Students identify calm feeling and strategies for taking care of calm.	<ul style="list-style-type: none"> • Book: The Feels • The Feels Mountain & 5 Yeti Mini Feels • Activity Sheet 6: My Calm Art Project for each student • Scissors and Glue
7. Reflection: My Feels Book	Compile learning into a book that can be used as an ongoing resource for students in class or at home.	<ul style="list-style-type: none"> • The Feels Mountain & 5 Yeti Mini Feels • Previous activity sheets • Cover/Back Page • Crayons/Color pencils

Lesson 1:

Feelings are Friends

Background for Teachers

This lesson strives to support children in identifying emotions and to understand why they happen, what purpose they serve, and how to manage them in a way that is empowering.

Objective/Purpose

Students identify feelings from the book and learn that all Feels are friends and want to help.

Washington State SEL Standard Correlation

Self-Awareness Benchmark 1.A, 1.B

Benchmark 1.A: Demonstrates awareness and understanding of one's own emotions and emotions' influence on behavior.

Benchmark 1.B: Demonstrates awareness of personal and collective identity encompassing strengths, areas for growth, aspirations, and cultural and linguistic assets.

Self-Efficacy Benchmark 3.B

Benchmark 3.B: Demonstrates problem-solving skills to engage responsibly in a variety of situations.

Key Terms for Students

Scared **Mad** **Sad** **Worried** **Calm**

Materials/Resources

- The Feels Book
- The Feels Mountain and Mini Yetis
- Activity Sheet 1: Mountain Breath
- Coloring Pencils and Crayons



Lesson 1:

The Feels Book is read to students, or if the book has already been read, ask students to raise their hands if they remember The Feels Book that was read. If any students do not remember or were absent, have other students explain what the book was about.

Ask students to name off the 4 Feels that Yeti met in the mountain (**Scared**, **Mad**, **Sad**, **Worried**).

Ask students to name how Yeti felt after she met, took care of, and listened to all her Feels (**Calm**).

Write 5 feelings on board (**Scared**, **Mad**, **Sad**, **Worried**, **Calm**).

- *"Wow, Yeti had some BIG Feels that she met. Did Yeti learn that ALL of her Feels were there to help her?"*
Yes she did! Even The Feels that made her feel scared, mad, sad, and worried—they all wanted to help her.
- *"So is it okay to have a **Scared** Feeling?"*
Yes!
- *"Is it okay to have a **Mad** feeling?"*
Yes!
- *"Is it okay to have **Sad** feeling?"*
Yes!
- *"Is it okay to have a **Worried** feeling?"*
Yes!
- *"Wow, it seems like it is okay to have all feelings, right?"*
Yes!
- *"Does anyone remember what Yeti did before she could even GET INTO the mountain?"*
She also did this when she first met her Feels to help calm down."
Yeti takes a deep breath every time.
- *"Do you think that helped Yeti? Do you think it helped her Feels?"*
Yes.
- *"Taking a deep breath helps our bodies calm down when we are having big feelings."*
She did a great job doing a MOUNTAIN BREATH. Let's learn how to do a Mountain Breath together!"

Lesson 1:

Read Affirmation & Teach Mountain Breath.

*I take a deep breath, I feel it go in,
Then breathe out, and my feet sink in,
Arms up like the mountain, feet grounded below,
I'm ready to look inside, I'm ready to know.*

Teach deep breath: 2 breaths with affirmation

Lines 1 & 3: Big breath in while lifting arms up in the shape of a mountain

Lines 2 & 4: Breathe out while bringing arms down to chest level with hands palm to palm

- *"Wow, that helped my body feel **calm**."*
- *"I know that we want to learn about all the Feels that Yeti met on her journey.
But before she could meet them, she had to take breaths to help her feel GROUNDED."*
- *"What do you think GROUNDED means?"*
The children guess, then...
Well-balanced, calm, in control, able to notice what is happening to our bodies, feelings, and thoughts.
- *"Why do you think it's important to be GROUNDED (calm, in control) BEFORE she meets her feelings?"*
Big feelings can make us have BIG REACTIONS, so being GROUNDED helps us to listen to our Feels and ask them what they need.
- *"What would a big **Scared** reaction look like?"*
Have children act it out.
- *"When is it important to have a big **Scared** reaction? (When there is real danger.)"*
Example: running from a lion—something where you or someone else might get hurt.

"It's good that our Feels can help us run away fast, be very quiet, and hide or fight if we need to."

Mountain Breath

I take a deep breath, I feel it go in,
Then breathe out, and my feet sink in,
Arms up like the mountain, feet grounded below,
I'm ready to look inside, I'm ready to know.



Big breath in while lifting arms up
in the shape of a mountain



Breathe out bringing arms down to
chest level with hands palm to palm

Lesson 2: Scared Feel



Background for Teachers

This lesson invites students to get to know their **Scared** Feel and befriend it in order to understand why and when it is in charge, what it is hoping to accomplish with its actions and thoughts, and how to help manage it through healthy emotional expression.

Objective/Purpose

Students depict their **Scared** Feel through an art activity and get to know it from a place of grounded calm.

Washington State SEL Standard Correlation

Self-Management Benchmark 2.B

Benchmark 2.B: Demonstrates responsible decision-making and problem-solving skills.

Self-Efficacy Benchmark 3.C

Benchmark 3.C: Benchmark 3.C: Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.

Self-Awareness Benchmark 1.C

Benchmark 1.C: Demonstrates self-awareness and understanding of external influences—e.g., culture, family, school, and community resources and supports.

Key Terms for Students

Scared Calm Grounded

Materials/Resources

- The Feels Book
- The Feels Mountain and Mini Yetis
 - Activity Sheet 2: My Scared
 - Coloring Pencils and Crayons
- Supplementary Materials: Body Mapping

Lesson 2:

Pages 5–9 of *The Feels* book is read to students with the following group discussions interspersed while reading aloud.

Read pages 5–6 of *The Feels*, then ask students to imagine they are Yeti, entering the doorway and walking the dark road. Ask them to notice any sensations, thoughts, or feelings in their body, then share them with the group.

Write **Scared** on the board

- *"Many of you noticed Scared showing up and being in charge when you imagined you were Yeti. Remember, each of our feelings has an important job it does in our lives. Scared wants to help us somehow."*
- *"So, is it okay to have a **Scared** Feeling?"*
Yes!
- *"What does Yeti notice around her on pages 5–6?"*
She hears the door creak, she notices wind, she moves slowly and carefully, she sees a shadow.
- *"What skills does Yeti use as she enters the doorway?"*
She pays close attention to her surroundings, her heart rate goes up to pump blood around her body, her ears listen carefully. This gives her courage to keep moving ahead.

Read pages 7–9

- *"Who does Yeti meet in the cave?"*
Scared Feel.
- *"How is **Scared** trying to help Yeti?"*
Keep her safe, make sure she notices danger, protect her, have her find a safe person to talk to, help her listen to her inner voice and follow her gut.
- *"What did **Scared** need to help calm down?"*
A deep breath.

Ask students to return to their seats and wait for instruction on the **Scared** Feel art project.

Lesson 2:

*"We are going to get to know our own **Scared** Feels using the same skills as Yeti.*

We will start by GROUNDING with a MOUNTAIN BREATH." (Read Affirmation & Teach Mountain Breath)

Remind students the movements with each line of the poem.

Line 1 & 3: Big breath in while lifting arms up in the shape of a mountain.

Line 2 & 4: Breathe out bringing arms down to chest level with hands palm to palm.

- *"Wow, that helped my body feel **calm**."*

Introduce Activity

- *"Now it's time to learn about our own **Scared** Feel.
Begin by drawing a picture of what your **Scared** looks like."*
- *"Once you've drawn your **Scared**, you can imagine having a conversation with it to become its friend.
You might imagine asking it the following questions:"*

Write on the board or read aloud the following questions:

- *"What things or situations make you take charge?"*
Examples include going to the dentist, first day of school, saying goodbye to a parent, etc.
- *"How does **Scared** help me?"*
Keeps me safe, helps me see danger, helps me run fast or hide.
- *"How do I know **Scared** is around?"*
Butterflies in stomach, headache, sweaty palms, heartbeat quickens.
- *"What kind of thoughts do I think when **Scared** is in charge?"*
Butterflies in stomach, headache, sweaty palms, heartbeat quickens.
- *"What do you need to feel **Calmer**?"*
Talk to a trusted adult, listen to inner voice, deep breaths, positive affirmations.

Finally, ask students to thank their **Scared** Feel for sharing its story with them.

Second Part of the Activity

They can choose to draw a calming scene around their **Scared** Feel (nature, home, beach, a special place) or draw items and people that are special to them (their favorite stuffed animal, family members, or friends) with the purpose of identifying students' coping skills and safe places.

Draw Your Scared Feel

Now it's time to learn about our **Scared** Feel.

In the space below, draw a picture of what your **Scared** looks like.

Once you're done, draw a **Calm**, special place with some of its favorite things and people, to help it feel safe.

Lesson 3:

Mad Feel

Background for Teachers

This lesson invites students to get to know their **Mad** Feel, which is often misunderstood, labeled as “bad” or rejected, which can lead to shame or increased upset feelings. The goal is for students to befriend their **Mad** and understand why and when it is in charge, what it is hoping to accomplish with its actions and thoughts, and how to help manage it through healthy emotional expression, no longer identifying **Mad** as “bad.”

Objective/Purpose

Students will get to know their **Mad** Feel’s warning signs and identify skills they can use to regulate their **Mad** Feel rather than letting it overwhelm them.

Washington State SEL Standard Correlation

Social Awareness Benchmark 4.A, 4.B, 4.C

Benchmark 4.A: Demonstrates awareness of other people’s emotions, perspectives, cultures, languages, histories, identities, and abilities.

Benchmark 4.B: Demonstrates an awareness and respect for similarities and differences among community, cultural, and social groups.

Benchmark 4.C: Demonstrates an understanding of the variation within and across cultures.

Social Engagement Benchmark 6.B, 6.C

Benchmark 6.B: Demonstrates the ability to work with others to set, adapt, achieve, and evaluate goals.

Benchmark 6.C: Contributes productively to one’s school, workplace, and community.

Key Terms for Students

Mad Warning Signs Helping Skills

Materials/Resources

- The Feels Book
- The Feels Mountain and Mini Yetis
- Mad Feel Warning Signs + Mad Feel Helping Skills Role Play
 - Two hats or bowls for role play
- Supplementary Materials: Body Mapping and/or Anger Thermometer



Lesson 3:

Pages 10–13 of The Feels book is read to students, followed by a group discussion and role play activity.

Read pages 10 & 11 of The Feels, then write **Mad** on the board.

- *"We are getting to know our Feels along with Yeti, and this next Feel can be a tough one to understand. Please raise your hand if you have ever felt Mad. Okay, now keep your hand up if you have ever felt that being Mad means you're "bad." I can see how you would feel this way. Remember, each of our feelings wants to help us somehow. Mad often takes charge when things feel unfair."*
- *"So, is it okay to have a **Mad** Feeling?"*
Yes!
- *"When Yeti meets **Mad** Feel in the book, what happens to Yeti?"*
She gets hurt because Mad throws a rock.
- *"I see! So it's okay to feel **Mad**, but it's not okay to do hurtful things to others when we feel this way?"*
Yes!
- *"Hmmm... sounds like we have a mystery to solve! We have to figure out what helpful things we can do when **Mad** is in charge, instead of being hurtful. Are you ready to solve the mystery?"*
Yes!

Read pages 12 & 13 in The Feels.

- *"How did Yeti help **Mad** feel?"*
She took deep breaths, connected with Mad (talked calmly, saw Mad, didn't judge Mad), threw rocks at a safe spot together, laughed.
- *"That's right! These are called Helping Skills!"*

Lesson 3:

Introduce Activity

- *"We are going to begin to pay attention to what happens in our bodies when **Mad** shows up. These are called our **Warning Signs**, and if we notice them, we can choose a **Helping Skill** to assist our **Mad** to feel better **BEFORE** doing something hurtful."*

Ask for two student volunteers to stand up.

One is going to choose a Mad Feel Warning Sign out of a hat, and the other will choose a Helpful Skill from another hat.

The student with the Warning Sign goes first and acts it out.

Then both students do one Mountain Breath together.

The student with the Helping Skill acts theirs out.

Cut out the strips of paper from the following page and place them in two separate hats. If you have classroom coping skills you use, please substitute "helping skills" listed below for ones your students are already familiar with.

After the Activity

- *"Great job acting out **Warning Signs** and **Helping Skills**, class! Does anyone have more suggestions of **Helping Skills** to share with **Mad** Feel and Yeti?"*

Remind students of the calming/coping skills options available in your classroom and the guidelines for accessing them when they feel a Warning Sign.

Mad Feel Warning Signs

Wanting to hide or runaway	Fast breathing	Hands in fists	Stomping feet
Body or hands shake	Raising voice or yelling	Face turns red	Scowl or make an angry face
Crying	Getting quiet	Mind goes blank	Can't focus

Mad Feel Helping Skills

Count to 10 in your head	Squeeze a ball	Talk to someone about your problem	Do a dance or wiggle to shake out Mad
Do a Mountain Breath or another favorite	Go to Comfort Corner in the classroom	Color, draw, or write	Do 5 jumping jacks
Say kind words to yourself "It's okay. I'll get through this."	Listen to music	Silent scream	Imagine a special place or memory

Lesson 4:

Sad Feel

Background for Teachers

This lesson invites students to get to know their **Sad** Feel and understand the important job it plays in their lives by signaling to others that connection, empathy, and care are needed. Students will identify 4 **Special People** in their lives who they can reach out to when **Sad** takes charge.

Objective/Purpose

Students will get to know their **Sad** Feel and its need for connection, then create a **Special People** Paper Doll project to remind them they are never alone with big **Sad** feelings.

Washington State SEL Standard Correlation

Social Management Benchmark 5.A, 5.B, 5.C

Benchmark 5.A: Demonstrates a range of communication and social skills to interact effectively with others.

Benchmark 5.B: Demonstrates the ability to identify and take steps to resolve interpersonal conflicts in constructive ways.

Benchmark 5.C: Demonstrates the ability to engage in respectful and healthy relationships with individuals with diverse perspectives, cultures, languages, histories, identities, and abilities.

Key Terms for Students

Sad Special People Grounded Calm

Materials/Resources

- The Feels Book
- The Feels Mountain and Mini Yetis
 - Special People Paper Doll page
- Crayons/Color Pencils and Scissors
- Supplementary Materials: Body Mapping



Lesson 4:

Pages 14–16 of *The Feels* book is read to students, followed by a group discussion and art activity.

Read pages 14–16 of *The Feels*, then write **Sad** on the board.

- “Who does Yeti meet in the cave?”
Sad Feel.
- “How does Yeti know that it is **Sad**?”
Crying, sitting alone, unsure what to do.
- “What did **Sad** need to help get through the big feeling?”
A friend, empathy, a hug, love.

Introduce Activity

- “Sometimes our **Sad** can feel overwhelming and it is hard to know what to do. That is why it is important to ask for help from the **Special People** in our lives (our heart families!) that can share love, connection, and understanding with us. We are going to create *Special People Paper Dolls* so we know who we can ask for help. You can hang your *Special People* in your room, on your fridge, on your desk, or in another place to remind you that you’re never alone.”

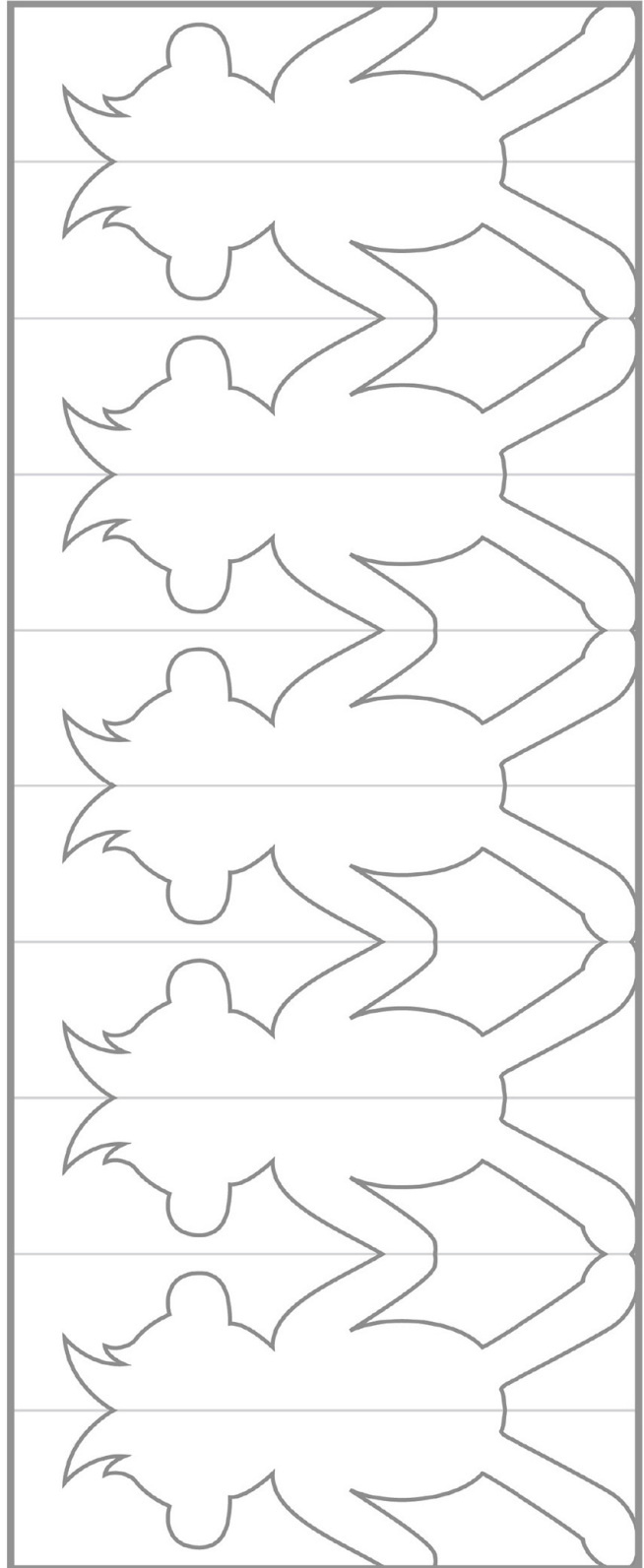
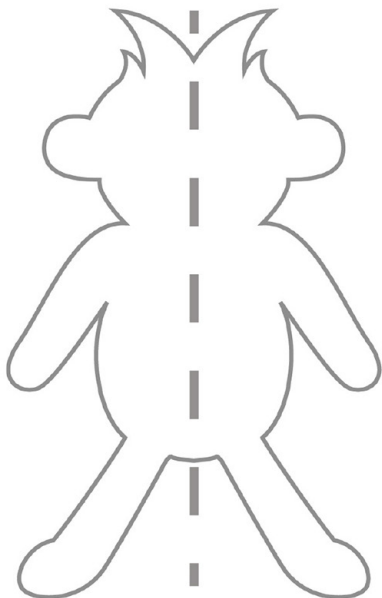
Students will create a string of 5 paper dolls, folding along the lines and cutting dolls out.

Invite them to make the middle doll into them, and identify 4 other **Special People** in their lives (family members, friends, teacher, counselor, coach, etc.) whom they can talk to when feeling **Sad**.

They will color and draw on the other 4 dolls to represent these **Special People** and their connection through holding hands.

Special People Paper Dolls

1. Cut The Feels out of the box along the heavy line.
2. Fold the paper along the thin lines.
3. Cut out the figure of the folded-in-half Feel.
4. Unfold to see you and your Special People holding hands.



Lesson 5:

Worried Feel

Background for Teachers

This lesson invites students to get to know their **Worried** Feel and understand the connection between their thoughts, feelings, and actions. Students will share examples with classmates of times they have felt worried in order to help them realize that **Worry** is a common experience about common situations, and that it does not mean they are not capable or strong enough to figure out a solution or think differently.

Objective/Purpose

Students will befriend their **Worry** and understand its important job while giving **Worry** new ways to be helpful in their lives through cognitive/thought techniques.

Washington State SEL Standard Correlation

Social Engagement Benchmark 6.A

Benchmark 6.A: Demonstrates a sense of school and community responsibility.

Self Efficacy Benchmark 3.A

Benchmark 3.A: Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.

Key Terms for Students

Worried Worried Thoughts vs. Helpful Thoughts Self-talk

Materials/Resources

- The Feels Book
- The Feels Mountain and Mini Yetis
- Supplementary Materials: Body Mapping
- Additional Information regarding Steps for Understanding and Shifting Worried thoughts can be found on page 38 of the Educator Curriculum



Lesson 5:

Pages 17–20 of the Feels Book is read to students, followed by a group discussion and partner activity.

Read pages 17 & 18 of The Feels, then write **Worried** on the board.

- “Who does Yeti meet in the cave?”
Worried Feel.
- “What things happen to **Worried** Feel to let Yeti know she is **worried**?”
Too many thoughts, stuck thoughts, worried thoughts, chest gets tight, confusion/not sure what to do.
- “What did **Worry** need?”
To slow down, talk to Yeti, and problem solve.
- “**Worry** is a very common feeling for both kids and adults. Our **Worry** often lives in our head in the form of thoughts, which are words we say to ourselves that no one else hears. **Worry** is trying to be helpful to us by preparing us for something important, but can get stuck in our heads and make us feel unhappy or stop us from trying something new.”
- “How is **Worry** trying to be helpful?”
It lets us know when something is important to us or if we are trying something new so we can focus our attention.

Open a group discussion about when Worried Feel takes charge for students. As students name examples, ask others to raise their hands if they have ever felt worried about the same thing.

Examples include:

Fitting in, Making new friends, First day of school, Going on a trip, Family member getting sick, Getting in trouble, Being embarrassed, Getting hurt, Being teased, Appearance

- “Wow, I noticed just how many of us have felt **Worry** come around with the same situations! I know that when I notice my **Worried** Thoughts come up, I have to practice replacing them with **Helpful Thoughts** so I can feel better. Let’s see what happens to Yeti and Worried Feel.”

Lesson 5:

Read pages 19 & 20 of The Feels.

- “What do Yeti and **Worried** Feel do together to help?”
Make a plan, talk it through, draw a map.
- “That’s right! They take things one step at a time and figure it out together.
It’s important to remember that **Worried** Thoughts do not mean we’re not capable or ready to succeed!
Just because we think a **Worried** Thought, it does not mean it is true or will happen.”



Lesson 5:

Introduce Activity

- “Let’s think about the following situations that might make **Worry** Feel come around. I am going to read a **Worried** Thought aloud and I want you to decide what **Helpful Thought** you could tell yourself instead. This is called **Self-Talk**, like talking to ourselves the way a friend, teacher, or parent would, and it can help us feel so much better.”

Situation	Worried Thought	Helpful Thought
First day of school	Something bad will happen while I’m away from my family.	The first day is usually fun and I am sure I’ll make new friends.
A group of kids is looking at you and laughing	Oh no, they must be laughing at me. Maybe I look silly.	They are probably laughing about something funny, and I just walked by. I don’t know if they were laughing at me!
Not being invited to a birthday party	She doesn’t like me. I bet I am the only one who didn’t get invited in the whole class.	They probably just forgot. Or maybe it was just a small party. I have other good friends.
Having trouble with spelling words	I’m not smart. I’ll never learn how to spell.	Well, I tried my best. I will practice more next time. Mistakes help my brain grow smarter and stronger.

Second Part of the Activity

Find a partner and practice expressing a **Worried Thought** to each other, as well as a **Helpful Thought** you could have instead.

Lesson 6:

Calm Feel

Background for Teachers

This lesson is the last in the series and demonstrates to students that they have a **Calm** Feel that they can choose to connect with at anytime, just as Yeti does when she learns how to take care of her Feels.

Objective/Purpose

Students will have built resilience throughout lessons by befriending all of their Feels and understanding what they need. This lesson reminds students that by being friends with even their biggest and hardest Feels, and accepting them as trying to be helpful and having important roles they play, they allow their **Calm** Feel to be in charge more often in their lives.

Washington State SEL Standard Correlation

Self Efficacy Benchmark 3.A, 3.B. 3.C

Benchmark 3.A: Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.

Benchmark 3.B: Demonstrates problem-solving skills to engage responsibly in a variety of situations.

Benchmark 3.C: Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.

Key Terms for Students

Calm Grounded Self-Kindness Affirmations

Materials/Resources

- The Feels Book
- The Feels Mountain and Mini Yetis
- My Calm Art Activity or Magazines for Collaging
 - Pencils and Crayons
 - Scissors and Glue
- Supplementary Materials: Body Mapping



Lesson 6:

Pages 21–24 of *The Feels* book is read to students, followed by an art project.

Read pages 21–24 of *The Feels*, then write **Calm** on the board.

- *"Yeti has reached her goal and climbed to the top of the mountain! Who does she find?"*
The Alpaca and her **Calm** Feel.
- *"What did Yeti learn on her journey?"*
Yeti learned that **Calm** is inside her and she can be her own friend; that every Feel lives inside of Yeti and has a job to do; and that Yeti's **Calm** can help each Feel become less big and in charge by listening, breathing, solving problems, and more.
- *"What other Feels show up when **Calm** Feel is found?"*
Proud, grounded, bravery.
- *"That's right! Yeti's **Calm** Feel was with her all along, and taught her how to help her other Feels when they were big and in charge. It takes practice, but you can also bring your **Calm** Feel into the lead so it can help all your other Feels when they need it!"*

Lesson 6:

Introduce Activity

- *"Today, we're going to connect with our own **Calm** Feels and decide on a word or affirmation that we can say to ourselves when we need **Calm**'s help. This is called **self-kindness** and it means treating ourselves like we would a best friend, or like Yeti has treated all her Feels. We will also put our **Calm** in a Safe Place by surrounding it in images that feel special to us."*

Have students return to desks and work on their My Calm art projects.

Explain to students that they can find and cut out pictures from magazines or the attached illustrated sheet that feel soothing, special, and calming. (It is recommended to have magazines with pictures of nature, animals, smiling faces, flowers, etc.)

Students will draw and color in their Cam Feel and surround it with special images that represent their Safe Place. They can also choose to draw pictures around the Calm Feel.

Lastly, students will think of a word or affirmation that they can say to themselves to practice self-kindness and cue their Calm Feel. Students may need assistance in thinking of cue words or affirmations and writing them down. The sky is the limit with these, and students can make them as personal as they want! Encourage them to think about something a special person i their lives would say to them, and then change it into an "I-statement" to make it an affirmation.

Affirmation Examples	Cue Word Examples
"I can do many things."	Love
"I am important."	Family
"I am loved."	Home
"I am safe."	Breathe
"I do my best."	Safe
"The world is better because I am here."	Relax

My Calm Art Project

Cut out the pictures below or photos from a magazine and glue them to a piece of paper to build a special Safe Place for your **Calm** Feel.



Lesson 7:

My Feels Book

Compile learning into a book that can be used as an ongoing resource in class or at home. Build a front and back cover, and include previous activity sheets.

Materials/Resources

- The Feels Book
- Print Activity Page 29 - 34
- Pencils and Crayons



Meet Scared



When I meet my Scared Feel, one way I take care of them is:

Another way I can take care of them is:

Meet Mad



When I meet my Mad Feel, one way I take care of them is:

Another way I can take care of them is:

Meet Sad



When I meet my Sad Feel, one way I take care of them is:

Another way I can take care of them is:

Meet Worried



When I meet my Worried Feel, one way I take care of them is:

Another way I can take care of them is:

Meet Calm



When I meet my Calm Feel, one way I take care of them is:

Another way I can take care of them is:

**I take care of
my Feels...**



**... because they are
a part of me!**

Supplementary Activities

Body Mapping

Students can identify where they notice the sensations of their Feels to build mind-body awareness. (For example, they may color their Feel's face red for MAD, or draw butterflies in their stomach for SCARED, or clouds in their head for WORRIED, etc.) They can use colors, shapes, images, words, or anything!

Reference page 36 for activity print out.

Anger Thermometer

Students can label what things makes their "temperature increase" using this art project.

The number 10 represents the "angriest I've ever been" and 0 means "calm/not angry at all."

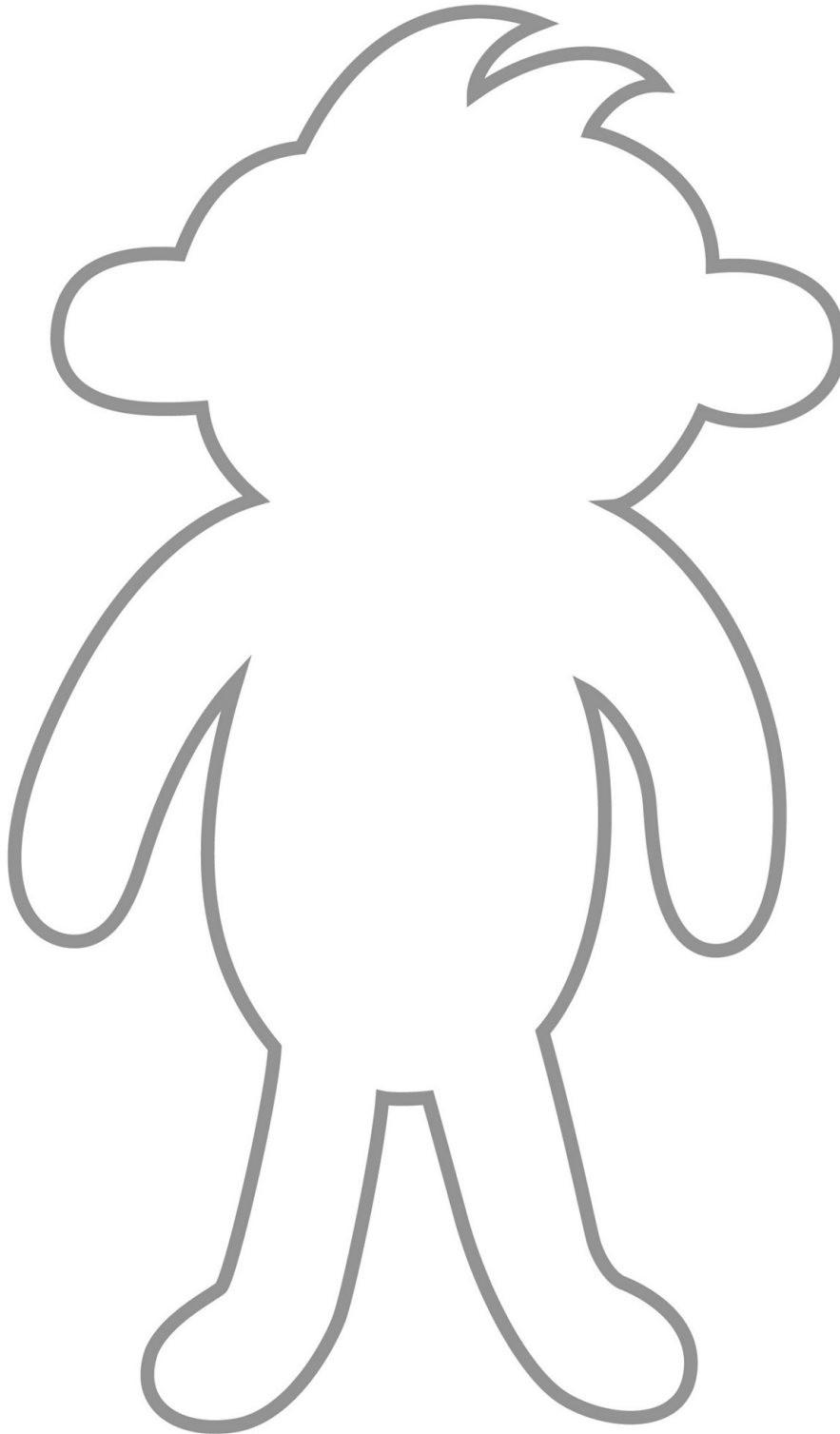
Students will use different colors to represent the intensity of their emotion and draw pictures or write words of things that make them feel their Anger increase. They can also draw or write Calming Skills that they might use as their "temperature increases" to help keep them from reaching 10.

Reference page 37 for activity print out.

Body Mapping

Identify where you notice the sensations of all the Feels.

Use colors, shapes, images, words, or anything!

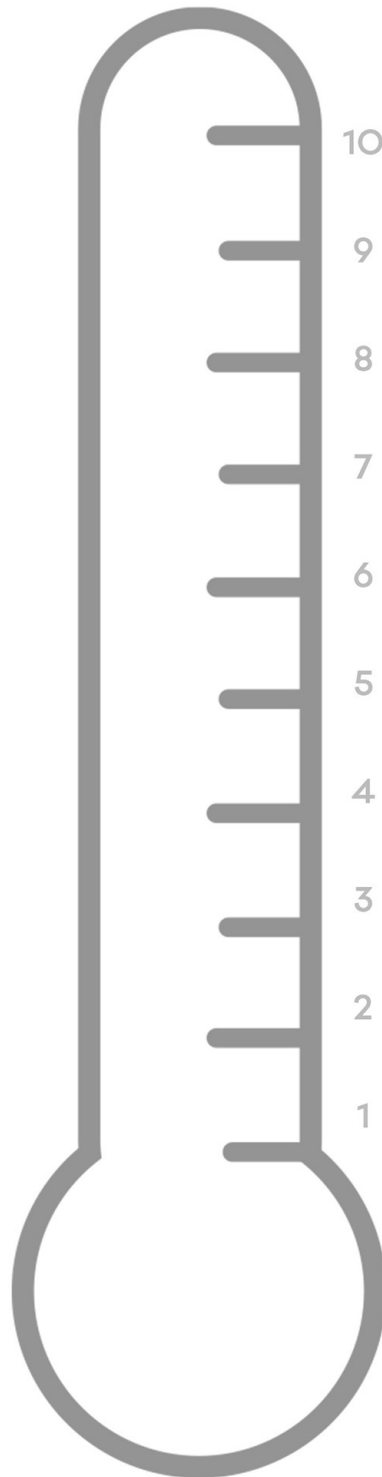


Anger Thermometer

Draw pictures and label words that make you angry and calm/not angry.

The number 10 represents "angriest I've ever been" and 0 means "calm/not angry at all."

Use different colors to show the intensity of your emotion.



Steps for Understanding and Shifting Worried Thoughts

Support your child in verbalizing their understanding of the role their **Worried** Thoughts play in creating **Worried** Feels.

- **Re-label** the Worry by giving it a name that your child chooses in order to externalize it. This Feel can have a voice of its own that can even be silly, like a cartoon character.
- **Reflect and Acknowledge** what the child is feeling (i.e., “This is making you so upset,” or, “It’s hard to do anything when your mind is so busy and making so much noise.”)
- **Remind through Metaphor** the Worry is a no-fault issue (i.e., “It’s the Worry Brain, it’s not your fault,” or, “Its thoughts are junk mail and not true, don’t take them personally,” or, “It’s a false alarm, a worry mosquito, etc.”)
- **Challenge Worried Thoughts** by examining the actual probability of the negative expectation occurring, what the real consequences would be if it occurred, their ability to manage the likely outcome, and the worst possible outcome and their ability to accept it should it occur.
- **Explore the Past Worry** that no longer bothers your child. Ask them to explain how they got over a past fear. They will often say, “I got used to it.” Help them understand that worry can lead to avoidance of the problem, but if they slowly move toward their worry, they may find themselves getting over it step-by-step.

This process is outlined in detail, along with more information about supporting children who struggle with anxiety, in the book *Freeing Your Child From Anxiety: Powerful, Practical Solutions to Overcome Your Child’s Fears, Worries and Phobias*, by Tamar E. Chansky, PhD.

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