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PRESENTS

The Feels

Educator Curriculum



Kelly Oriard and Callie Christensen

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.

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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**



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

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