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PRESENTS

The Feels

Educator Curriculum



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The Feels

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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 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.

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