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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.

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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 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 Helping 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 |

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