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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 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.”

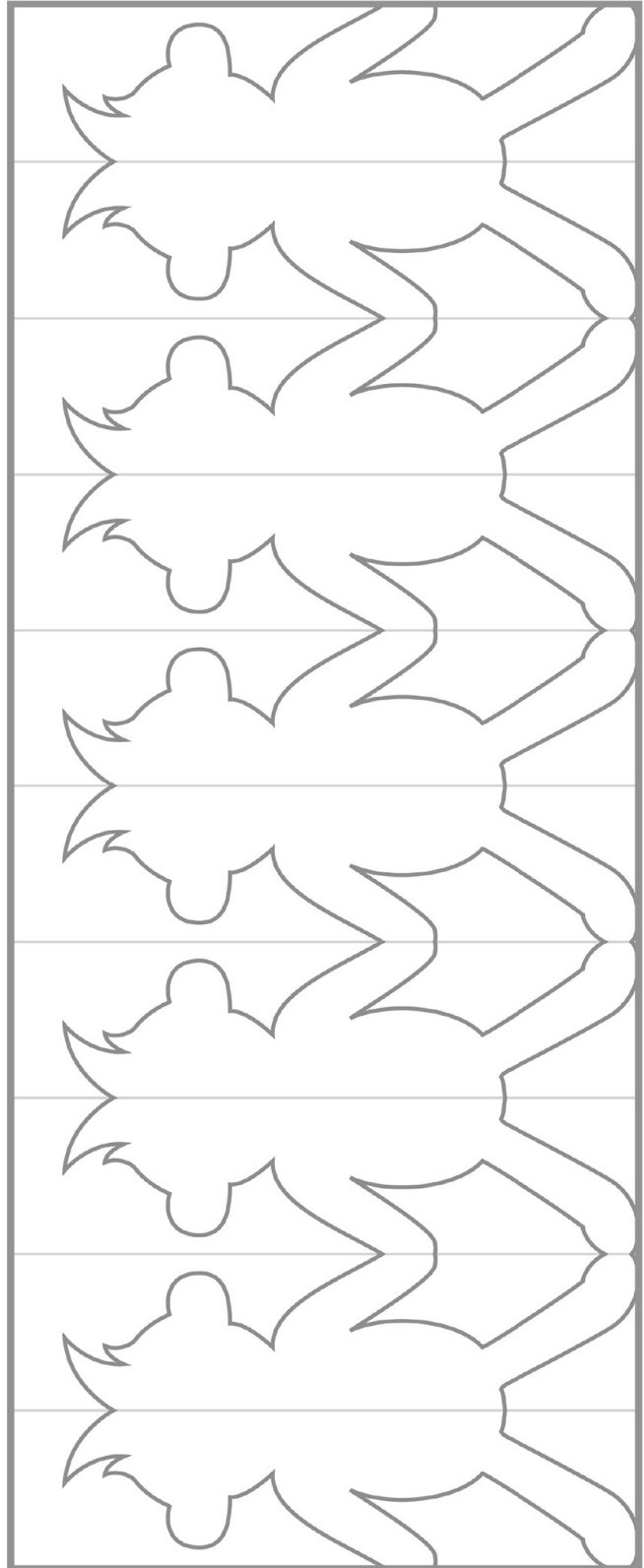
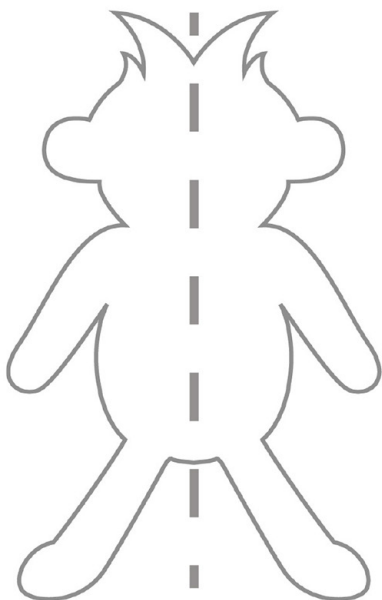
Students will create a string of 5 paper dolls, folding along the lines and cutting dolls out.

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.



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