

glumberkins®

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.

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**



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

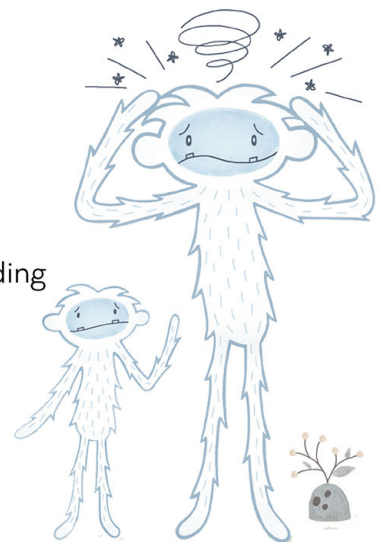
Benchmark 3.A: Demonstrates the skills to set, monitor, adapt, persevere, achieve, and evaluate goals.

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.

slumberkins®

©2019 ALL RIGHTS RESERVED

WWW.SLUMBERKINS.COM

