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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.

# The Feels

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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](http://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 6:

## Calm Feel

### Background for Teachers

This lesson is the last in the series and demonstrates to students that they have a **Calm** Feel that they can choose to connect with at anytime, just as Yeti does when she learns how to take care of her Feels.

### Objective/Purpose

Students will have built resilience throughout lessons by befriending all of their Feels and understanding what they need. This lesson reminds students that by being friends with even their biggest and hardest Feels, and accepting them as trying to be helpful and having important roles they play, they allow their **Calm** Feel to be in charge more often in their lives.

### Washington State SEL Standard Correlation

#### Self Efficacy Benchmark 3.A, 3.B. 3.C

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

**Benchmark 3.B:** Demonstrates problem-solving skills to engage responsibly in a variety of situations.

**Benchmark 3.C:** Demonstrate awareness and ability to speak on behalf of personal rights and advocacy.

### Key Terms for Students

**Calm      Grounded      Self-Kindness      Affirmations**

### Materials/Resources

- The Feels Book
- The Feels Mountain and Mini Yetis
- My Calm Art Activity or Magazines for Collaging
  - Pencils and Crayons
  - Scissors and Glue
- Supplementary Materials: Body Mapping





# Lesson 6:

Pages 21–24 of *The Feels* book is read to students, followed by an art project.

Read pages 21–24 of *The Feels*, then write **Calm** on the board.

- *"Yeti has reached her goal and climbed to the top of the mountain! Who does she find?"*  
The Alpaca and her **Calm** Feel.
- *"What did Yeti learn on her journey?"*  
Yeti learned that **Calm** is inside her and she can be her own friend; that every Feel lives inside of Yeti and has a job to do; and that Yeti's **Calm** can help each Feel become less big and in charge by listening, breathing, solving problems, and more.
- *"What other Feels show up when **Calm** Feel is found?"*  
Proud, grounded, bravery.
- *"That's right! Yeti's **Calm** Feel was with her all along, and taught her how to help her other Feels when they were big and in charge. It takes practice, but you can also bring your **Calm** Feel into the lead so it can help all your other Feels when they need it!"*

# Lesson 6:

## Introduce Activity

- *"Today, we're going to connect with our own **Calm** Feels and decide on a word or affirmation that we can say to ourselves when we need **Calm**'s help. This is called **self-kindness** and it means treating ourselves like we would a best friend, or like Yeti has treated all her Feels. We will also put our **Calm** in a Safe Place by surrounding it in images that feel special to us."*

Have students return to desks and work on their My Calm art projects.

Explain to students that they can find and cut out pictures from magazines or the attached illustrated sheet that feel soothing, special, and calming. (It is recommended to have magazines with pictures of nature, animals, smiling faces, flowers, etc.)

Students will draw and color in their Cam Feel and surround it with special images that represent their Safe Place. They can also choose to draw pictures around the Calm Feel.

Lastly, students will think of a word or affirmation that they can say to themselves to practice self-kindness and cue their Calm Feel. Students may need assistance in thinking of cue words or affirmations and writing them down. The sky is the limit with these, and students can make them as personal as they want! Encourage them to think about something a special person i their lives would say to them, and then change it into an "I-statement" to make it an affirmation.

Affirmation Examples	Cue Word Examples
"I can do many things."	Love
"I am important."	Family
"I am loved."	Home
"I am safe."	Breathe
"I do my best."	Safe
"The world is better because I am here."	Relax

# My Calm Art Project

Cut out the pictures below or photos from a magazine and glue them to a piece of paper to build a special Safe Place for your **Calm** Feel.



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