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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](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 7:

## My Feels Book

Compile learning into a book that can be used as an ongoing resource in class or at home. Build a front and back cover, and include previous activity sheets.

### Materials/Resources

- The Feels Book
- Print Activity Page 29 - 34
- Pencils and Crayons





# Meet Scared



When I meet my Scared Feel, one way I take care of them is:

Another way I can take care of them is:

# Meet Mad



When I meet my Mad Feel, one way I take care of them is:

Another way I can take care of them is:

# Meet Sad



**When I meet my Sad Feel, one way I take care of them is:**

**Another way I can take care of them is:**

# Meet Worried



**When I meet my Worried Feel, one way I take care of them is:**

**Another way I can take care of them is:**



# Meet Calm



When I meet my Calm Feel, one way I take care of them is:

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Another way I can take care of them is:

--

**I take care of  
my Feels...**



**... because they are  
a part of me!**

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