

glumberkins®

PRESENTS

The Feels

Educator Curriculum



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The Feels

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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**



Supplementary Activities

Body Mapping

Students can identify where they notice the sensations of their Feels to build mind-body awareness. (For example, they may color their Feel's face red for MAD, or draw butterflies in their stomach for SCARED, or clouds in their head for WORRIED, etc.) They can use colors, shapes, images, words, or anything!

Reference page 36 for activity print out.

Anger Thermometer

Students can label what things makes their "temperature increase" using this art project.

The number 10 represents the "angriest I've ever been" and 0 means "calm/not angry at all."

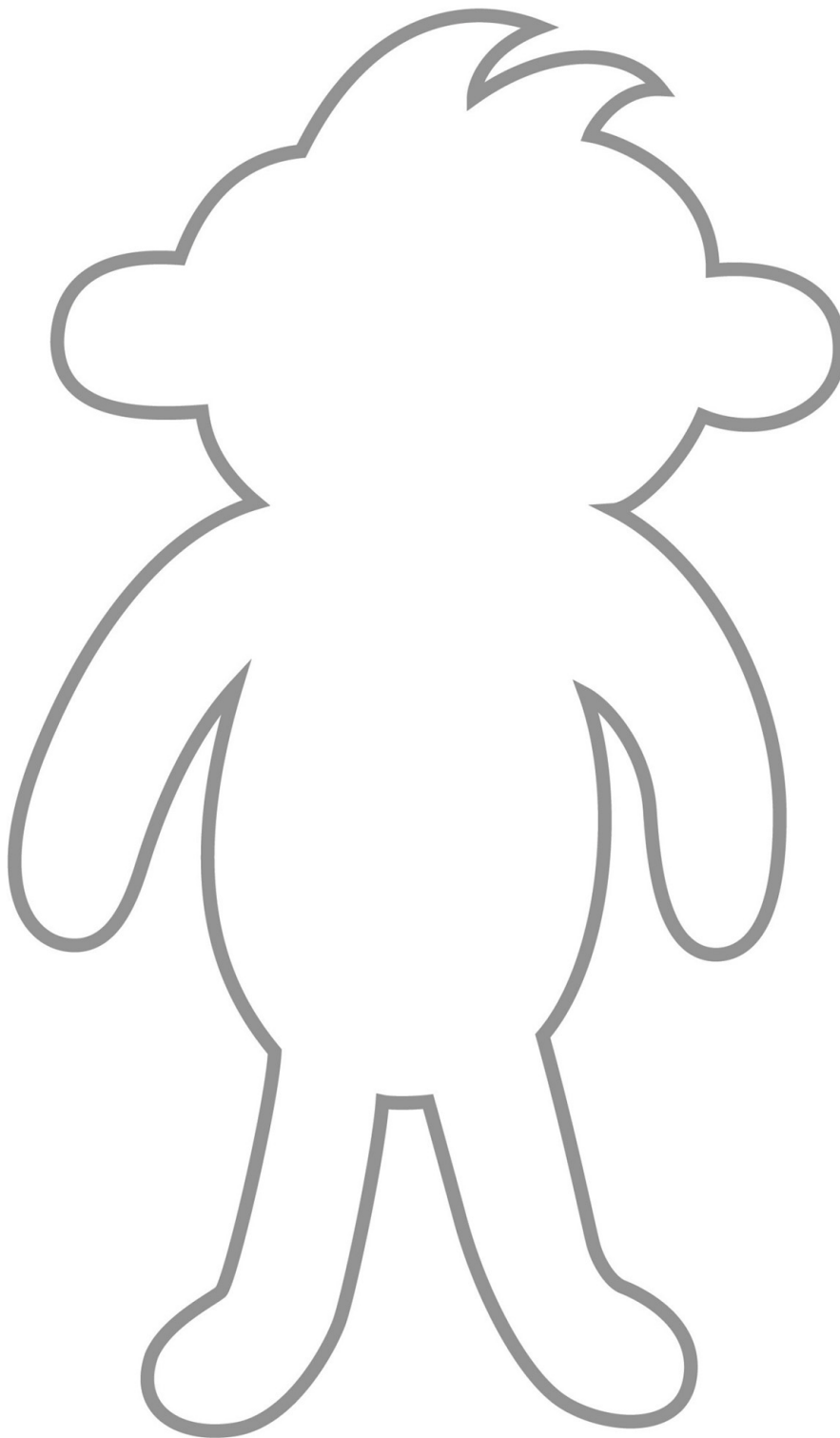
Students will use different colors to represent the intensity of their emotion and draw pictures or write words of things that make them feel their Anger increase. They can also draw or write Calming Skills that they might use as their "temperature increases" to help keep them from reaching 10.

Reference page 37 for activity print out.

Body Mapping

Identify where you notice the sensations of all the Feels.

Use colors, shapes, images, words, or anything!

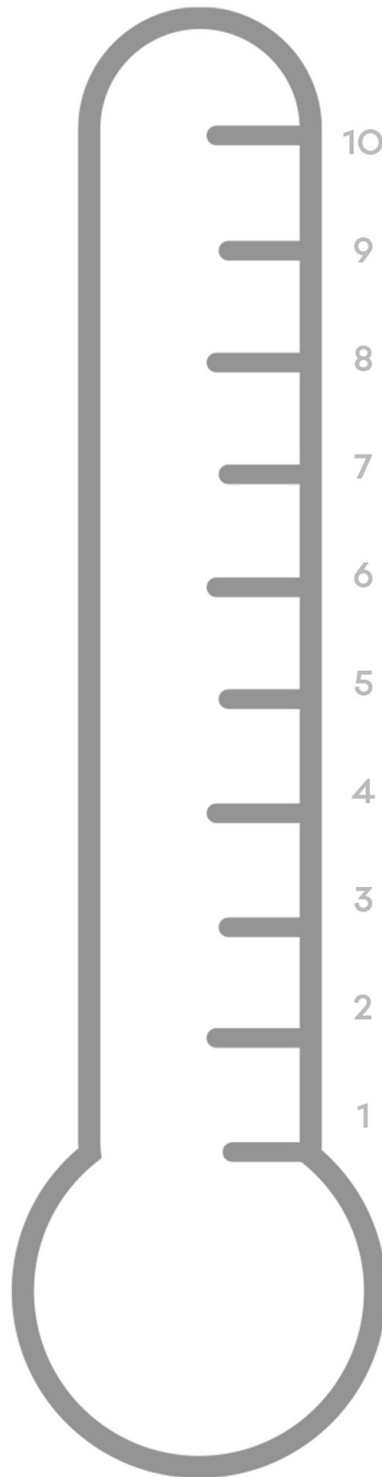


Anger Thermometer

Draw pictures and label words that make you angry and calm/not angry.

The number 10 represents "angriest I've ever been" and 0 means "calm/not angry at all."

Use different colors to show the intensity of your emotion.



Steps for Understanding and Shifting Worried Thoughts

Support your child in verbalizing their understanding of the role their **Worried** Thoughts play in creating **Worried** Feels.

- **Re-label** the Worry by giving it a name that your child chooses in order to externalize it. This Feel can have a voice of its own that can even be silly, like a cartoon character.
- **Reflect and Acknowledge** what the child is feeling (i.e., “This is making you so upset,” or, “It’s hard to do anything when your mind is so busy and making so much noise.”)
- **Remind through Metaphor** the Worry is a no-fault issue (i.e., “It’s the Worry Brain, it’s not your fault,” or, “Its thoughts are junk mail and not true, don’t take them personally,” or, “It’s a false alarm, a worry mosquito, etc.”)
- **Challenge Worried Thoughts** by examining the actual probability of the negative expectation occurring, what the real consequences would be if it occurred, their ability to manage the likely outcome, and the worst possible outcome and their ability to accept it should it occur.
- **Explore the Past Worry** that no longer bothers your child. Ask them to explain how they got over a past fear. They will often say, “I got used to it.” Help them understand that worry can lead to avoidance of the problem, but if they slowly move toward their worry, they may find themselves getting over it step-by-step.

This process is outlined in detail, along with more information about supporting children who struggle with anxiety, in the book *Freeing Your Child From Anxiety: Powerful, Practical Solutions to Overcome Your Child’s Fears, Worries and Phobias*, by Tamar E. Chansky, PhD.

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