



Calm

Feeling Word Unit



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UNIT SUMMARY

Feeling Word	Definition
Calm	When the body and mind are feeling still and quiet

In this unit, you will find suggestions for teaching students to talk about, think about, and manage calm feelings in themselves and others. Calm, defined for this age group as “when my body and my mind is still and quiet,” will be explored through individual, large-group, and small-group activities over the course of 2 to 3 weeks. Students will learn from different situations in which they or others have experienced the feeling: calm. They will learn to recognize, understand, label, express, and regulate feeling happy. During group time, educators will tell a personal story about feeling calm, then read a developmentally appropriate story book in which a character is experiencing feeling happy. Learning centers will provide students with a deeper understanding of the feeling word through play and activities. Finally, students will have the opportunity to brainstorm and practice regulating the feeling word, calm.

Feeling calm is a pleasant feeling with low energy. People who are feeling calm may have a small smile or relaxed lips with relaxed face and eyebrows. Calm voices may be soft and quiet, speaking slowly. Calm bodies tend to have loose and relaxed muscles, shoulders that are down, but not slumped. They tend to also have steady breathing, and a steady heart rate.

STANDARDS AND OBJECTIVES**Connecticut Early Learning Development Standards**

C.60.13	Engage in extended pretend play scenarios and display recognition of the difference between pretend or fantasy situations and reality
LR.60.18	Hold in mind the topic of group discussion and contribute personal experience (e.g., when talking about something that is broken says, "My mom used a screwdriver to fix our shelf.")
SE.60.3	Uses Strategies to self-soothe across situations with minimal prompting and share strategies with peers and family
SE.60.8	Describes emotions and feelings with trusted adults and peers
L.60.10	Use language to share ideas and gain information
L.60.14	Use connections between self and character, experience and emotions to increase comprehension
CA.60.5	Use a variety of tools and materials to represent ideas through the visual arts
CA.60.7	Use materials and props in unique ways and are creative in finding and using materials as props desired for dramatic play
M.60.3	Count out a set of objects up to five

ISBE (Illinois State Board of Education) Early Elementary SEL Standards

3B.2a	Describe calming strategies
3B.1b	Describe the use of self-talk to calm down

Teaching Tolerance Social Justice Standards

JU.K-2.11	I know that life is easier for some people and harder for others and the reasons for that are not always fair
AC.K.-2.20	I will join with classmates to make our classroom fair for everyone
DI.K-2.6	I like being around people who are like and different from me, and I can be friendly to everyone

Enduring Understandings
They feel calm when their body and mind is still and quiet
Every day they have feelings in each quadrant of the Mood Meter
Feelings come and go. They will not always feel the way they are feeling right now
Taking some deep breaths calms their bodies and makes it easier to think and solve problems
Different people show their emotions in different ways (voice, body language, and facial features)
They can learn different ways to show their emotions
Essential Questions
Recognize: What does calm look like in our faces and bodies? What does it sound like in our voices?
Understand: What happens that makes me feel calm?
Label: What is another word that I can use to talk about feeling calm?
Express: How can I let other people know that I am feeling calm?
Regulate: What can I do to continue to feel calm? What can I do to continue feeling calm? What can I tell myself when I want to continue to feel calm?
Knowledge: Students will know...
The cues that their faces and bodies give that indicate feeling calm
Calm is a feeling found in the green quadrant of the Mood Meter
Skills: Students will be able to...
Let other people know when they are feeling calm
Identify and describe what calm feels like in their face and body and what it looks like in the face and body of someone else
Name and talk about different ways to manage calm feelings. Practice one way to change or keep the same calm feelings
Share with someone else what makes them feel calm
Point to where calm is on the Mood Meter

RULER Feeling Words Curriculum Objectives	
Part of Unit	Corresponding Objectives
Step 1	<ul style="list-style-type: none"> 1.1R Identify the observable cues of feeling words in self and others 1.2R Determine the pleasantness and energy level of a feeling word 1.3L Use a feeling word in an original statement
Step 2	<ul style="list-style-type: none"> 2.1U Describe causes and consequences for character’s feelings with evidence 2.2U/E Compare and contrast the expression of feelings depending on culture, social norms, and individual differences 2.3 E Represent a feeling word creatively (e.g. symbol, scene, poem, or performance)
Step 3	<ul style="list-style-type: none"> 3.1U Relate the feeling word to relevant, personal experiences 3.2L Define the feeling word
Step 4	<ul style="list-style-type: none"> 4.1U Identify and describe a scenario (personal or otherwise) centered around one person’s experience of the feeling word 4.2Reg Set an emotion regulation goal for the person involved in the scenario 4.3Reg Identify thought strategies that will help person achieve goal and explain why 4.4Reg Identify action strategies that will help person achieve goal and explain why 4.5Reg Reflect on and assess the effectiveness of strategies generated to meet emotion regulation goal

STEP 1: OUR STORIES

Materials	Instructions
<ul style="list-style-type: none"> • A Mood Meter • The word “calm” written out for students to see • A picture of yourself 	<p>Personal stories help students to learn about Recognizing, Understanding, Labeling, Expressing, and Regulating emotions through the real experience of a trusted adult. Choose a meaningful, true story. Liven it up with details. Keep it short (under 3 minutes). As you tell your story, remember to use face, body, and vocal cues and mention how the feeling felt in your body.</p> <p>We encourage you to use the Mood Meter as you tell your story and the Mood Meter Check-In Core Routine after the story with your students.</p> <ul style="list-style-type: none"> • <i>Sample Story: I used to play soccer on Tuesday nights. After each game, I had so much energy! My heart would beat fast; my breathing was quick, and I could not stop moving. All the energy in my body made it hard for me to get ready for bed and fall asleep. One night, I decided to take a nice bath, put on comfy pajamas, and read a book. As I read my book, my heart was beating slower, my breathing slowed down, and my legs and arms were still. My body started to feel calm, which made it easy for me to fall asleep.</i> <p>After you tell your story, ask students</p> <ul style="list-style-type: none"> • In my story, how did feeling calm make me feel? • What did calm look like in my face and body? • What do you think my voice sounded like when I was feeling calm? <p>Ask your students to think about a time they felt like you did in your story.</p> <ul style="list-style-type: none"> • Ask students to think about the ways your story is the same or different from their story. • Offer students an opportunity to draw their own stories. • Practice the Breathing Break Core Routine Practice checking in on the Mood Meter Check-In Core Routine.

STEP 2: CREATIVE CONTENT CONNECTION

CONDUCT A RULER READ-ALOUD

Materials	Instructions
<ul style="list-style-type: none"> • <i>A Chair for My Mother</i> by Vera B. Williams • <i>A Mood Meter</i> 	<p>Read <i>Goodnight Moon</i> by Margaret Wise Brown. Connect this unit to a read aloud of <i>Good Night Moon</i> by Margaret Wise Brown. In this classic, a little bunny is tucked into bed. The bunny notices all the things around his big green room and says goodnight to each item. The way the reader chooses to read this book contributes to the sense of calm that surrounds it. Use the RULER Read-Aloud Questions to talk with children about feeling calm. How did listening to this book make you feel? How do you think the little bunny felt in her little bed? What helps you to feel calm?</p> <p>Example questions:</p> <ul style="list-style-type: none"> • R: How was the Bunny feeling while getting ready for bed? How could you tell? • U: Why do you think the Bunny was feeling this way? How do you think you would have felt in the green room? • L: What other kinds of feelings do you think the Bunny and the Old Lady might have been having? (other than calm)? • E: How did the Bunny show how they were feeling? • R: Do you think the Bunny enjoys feeling this way?

LEARNING CENTER SUGGESTIONS

MUSIC AND MOVEMENT

Materials	Instructions
<ul style="list-style-type: none"> • Mozart: Serenade in G Major: Eine Kleine Nachtmusik, K. 525: II. Romance Andante • <i>Calm Your Body Song</i> (located on RULER Online -> Resources -> Early Childhood) 	<p>Prior to this activity, have a conversation with the students about a calm place you like to think of when you want to feel calm, but you cannot get to it at the moment. Invite students to think of a place they feel calm and have them paint their calm place with watercolor. When the paintings are done, display them around the room. When students are having a hard time feeling calm, they can look at their painting as a reminder what calm feels like for them. Practice the Breathing Break Core Routine.</p> <p>Choose an area in the classroom where you can have students lay on their backs. Play soothing music and walk the students through a series of meditation exercises. Such as, take a deep breath and watch as your lungs fill up like a balloon and then breathing out slowly. Invite students to place a stuffed animal or bean bag on their bellies so that they can see their bellies move slowly up and down. Share the “Calm Your Body” Song.</p>

DRAMATIC PLAY

Materials	Instructions
<ul style="list-style-type: none"> • A few objects from the classroom for students to say goodnight to. (Chair, table, cots, books...) 	<p>In dramatic play, have students take turns reenacting <i>Goodnight Moon</i>. Arrange the dramatic play area to have the same aesthetics as in the story. Provide students with materials and props. Invite students to pretend scenes from other stories or real life.</p>

LITERACY	
Materials	Instructions
<ul style="list-style-type: none"> • Books • Picture box paper 	<p>Offer students access to additional books that explore the feeling word. Allow students to write additional calm stories and create their own books. This can be done with picture box paper and sentence strips or with blank paper for students to write and draw on at their own discretion. Invite students to write "Good night ____" page where students choose something in the classroom to say good night to. Together, these pages could then be used to extend the book. Other suggestions for Calm books</p> <ul style="list-style-type: none"> • <i>The Mitten</i> by Jan Brett • <i>The Napping House</i> by Audrey Wood • <i>Quiet LOUD</i> by Leslie Patricelli • <i>The Moon is Going to Addy's House</i> by Ida Pearle • <i>Quiet</i> by Tomie dePaolo
COMMUNITY	
Materials	Instructions
<ul style="list-style-type: none"> • Clean, empty, plastic bottles with lids • Water • Glitter glue • Glitter • Hot glue gun • Pom-poms • Sequins 	<p>As a class, have students create calming bottles. Educators can remind students that a Breathing Break Core Routine can always be used when students feel like slowing down their bodies. The calming bottles is a fun object to have in the classroom to help with breathing and calming process.</p> <p>Making the Calming Bottles</p> <p>We strongly recommend using plastic bottles and using a glue gun to glue the cap back on. This will keep the bottles and the liquid inside them in one piece! Share with students that when we are in the red or sometimes even the yellow, it can feel like our bodies and minds are moving too fast. During those times, it can be hard to move to the green, where calm is. Our minds and bodies sometimes feel like a glitter jar when it is all shaken up! As we watch the glitter settles down, it helps our minds and bodies slow down, too.</p> <ul style="list-style-type: none"> • Invite students (one at a time) to pour a small amount (no more than a tablespoon) of glitter glue (or clear glue and glitter) into the bottom of a clean, empty, plastic bottle • Optional: If you have liquid water colors or food coloring, you can add them. • Fill each bottle with water (warm/hot water works best, but cold also works!) • An adult should hot glue the caps back onto the bottles and let the glue set. • Your glitter bottles are ready to use! <p>We recommend keeping these bottles near a cozy area in the classroom for students to use when they need to slow down their minds and bodies.</p>
TRANSITIONS	
Instructions	
<p>During transitions, have students notice if they are feeling calm to transition to the next activity or area. Ask, "Whose body is feeling relaxed? Who is taking deep breaths? Who is sitting still or moving slowly?" Provide directions in a calm voice, with attention to modeling a calm body and face. Use a chime or another auditory indicator to remind children to take a big breath and calm their bodies. Use Breathing Break Core Routine before, during, or after a transition. Sometimes we get pushed or tapped in a line or waiting for our turns.</p>	
CLOSING	
<p>Reflect and respond to student sharing while continuing to connect to characters in the book, and the experiences shared by adults and students.</p>	

STEP 3: SCHOOL-HOME PARTNERSHIP

Instructions

The School-Home Partnership Worksheet (located on the last page of this document) provides an introduction with the definition of the feeling word that is being used in the classroom, as well as some notes that may be helpful when talking about this feeling at home.

Next, the worksheet instructs adults at home to share a story of a time when they felt the feeling word. Last, a family activity is included on the worksheet and may be completed at home.

Family Activity Summary: Families can have a yoga night. Before bed, they can roll out yoga mats or a towel and some yoga poses. Cat pose, child’s pose and butterfly pose are described. A few of these poses will help everyone feel calm before bed.

STEP 4: STRATEGY SESSION

REVIEW AND INTRODUCE TASK

Materials	Instructions
<ul style="list-style-type: none"> • <i>Good Night Moon</i> • RULER Read Aloud Questions 	<p>Re-read <i>Goodnight Moon</i> by Margaret Wise Brown. Lead students in a roleplay to practice things they can do to help others or themselves feel calm. Ask RULER Read-Aloud Questions, such as:</p> <p>Sample RULER Read-Aloud Questions:</p> <ul style="list-style-type: none"> • How do you think the bunny is feeling? • How can you tell the bunny was feeling this way? • What do you think the bunny’s body feels like? Do you think the bunny is breathing quickly or slowly? Do you think their voice sounds loud or soft? <p>Remind students of the experiences of characters you have read about in read-alouds around the feeling word, your story, their stories, and the stories of their families.</p> <p>Invite them to revisit ways they have noticed characters feeling calm, whose minds and bodies feel still and quiet.</p>

BUILD EMPATHY

Materials	Instructions
<ul style="list-style-type: none"> • Paper • Markers 	<p>Throughout the unit, your students will likely point out when they are feeling calm as well as when others have calm bodies. Take note of these observations as they make them. Don’t forget to consider animals! Often times, it is easy to see when dogs or cats are feeling calm! How does it feel to pet a dog or a cat?</p> <p>Hold a conversation in your classroom about when your students experience feeling calm. Allow students to talk about different ways they express calmness and the different ways they have learned to help themselves feel calm. Focus on what helps us feel calm. educators might also ask, “What are all the things you can do or say that might help you feel calm?”</p>

	<p>Take examples that students have shared to discuss the ways that different people feel calm in different situations. Highlight the ways that we can help other people to feel calm when they want to feel calmer.</p>
<h3>IDENTIFY A REGULATION GOAL</h3>	
Materials	Instructions
<ul style="list-style-type: none"> • Paper • Markers 	<p>Talk with students about what you have learned about the feeling calm.</p> <p>Educators can ask students, “When is it helpful to feel calm?” (e.g., time for bed, rest, reading a story, holding a baby or a pet)</p>
<h3>BRAINSTORM STRATEGIES</h3>	
Materials	Instructions
<ul style="list-style-type: none"> • Paper • Markers <p><i>*For young students, most (if not all) strategies require adult support</i></p>	<p>During a Community Circle, reflect on the ways you have learned that people regulate their calm feelings. Ask students the following questions and write down their responses. Keep track of their responses on butcher paper. Take a Breathing Break before you start brainstorming!</p> <p>Tell students: Now it is time to think about how we will regulate our calm feelings. Take a Breathing Break and then together, brainstorm all the different ways people manage their calm feelings.</p> <ul style="list-style-type: none"> • Say to students: Let’s brainstorm together and make a list of things we do and things we think about that help us to feel calm. Together, we will listen for what is the same and what is different about our ideas. Let’s listen to each other’s ideas! • Create a strategy wall made up of pictures and words as a reference. For instance, someone taking a breath, reading a book, doing yoga, snuggling with a pet. <p>Regulation Strategies Feeling calm is generally a feeling we like to have, and often want to continue feeling it. The strategies below are some that your students can use, but give them space to come up with their own strategies.</p> <p>Thought strategies</p> <ul style="list-style-type: none"> • Visualization: think of a time or a place where you felt calm. Were you reading a book? Gently petting an animal? <p>Action strategies</p> <ul style="list-style-type: none"> • Take deep breaths • Sit down or lay down • Listen to music that makes your body feel calm • Use watercolor paints or draw a picture • Take slow sips of water • Talk to a friend, teacher, parent, or other grown-up • Ask for a hug • Read a book

RULER

EARLY CHILDHOOD: UNIT 4 - CALM

	<p>Keep a collection of student's ideas and revisit them. Wonder together if those are effective strategies or if trying something different might work better. Collect strategies that work for students in your class and create a book or collection of class strategies.</p>
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CLOSING

As you complete this unit, invite students to revisit the words they have on their Charter. Educators can ask students, "Is calm a feeling you would like to have at school?" "Is calm a word you would like to add to our Charter?" Continue conversations about calm feelings and what students do to help themselves and others to feel calm feelings.

SCHOOL-HOME PARTNERSHIP WORKSHEET

In the classroom, your child is learning about the word, “calm.” In order to build a shared language between school and home, we have included the definition of calm that we are using in the classroom and some notes that may be helpful when talking about this feeling at home. Your participation helps your child learn about feelings and connect with family members in new ways.

WORD:	“Calm”
DEFINITION:	When my body and mind are still and quiet
NOTES:	Feeling calm is a pleasant feeling with low energy. People who are feeling calm may have a small smile or relaxed lips with relaxed face and eyebrows. Calm voices may be soft and quiet, speaking slowly. Calm bodies tend to have loose and relaxed muscles, shoulders that are down, but not slumped. They tend to also have steady breathing, and a steady heart rate.

Share Your Story

Please think of a story about a time you felt calm and share it with your child. You may want to ask your child to draw a picture to go with your story on the back of this page. Be sure to include what happened, why you felt that way, and how you expressed this feeling. Your participation helps your child learn about feelings and connect with family members in new ways.

Family Activity

Have a family yoga night! Before bed, roll out yoga mats or a towel. A few of these poses will help everyone feel calm before bed.

- **Cat Pose:** Position yourself on all-fours with both hands and knees on the ground. Round your back, and tuck your chin into your chest. Pretend to be a kitty cat. Taking slow breaths in through your nose and out through your mouth.
- **Child’s Pose:** Positioning your body on the ground, sit on your heels. With slow movements, bring your forehead down to rest in front of your knees. Rest your arms down alongside your body, and take a few deep breaths.
- **Butterfly Pose:** Sitting up nice and tall on your bottom, bend your legs and place the soles of your feet together. While taking a deep breath in through your nose and out of your mouth, gently flap your legs like the wings of a butterfly.