

FEELING BUDDIES CURRICULUM

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WHY?

- We are starting the feeling buddies curriculum to align with conscious discipline and support social and emotional health.
- The feeling buddies curriculum will replace our second step program in KCI classes.
- This program was funded by a grant that to prevents child abuse and neglect in Alaska. The hope is by teaching children the skills to handle their own upset there will be fewer instances of frustration among parents.

ABOUT THE CURRICULUM

The feeling buddies curriculum was created to support conscious discipline in the classroom setting.

The Managing Emotional Mayhem book was created to educate teacher about the science behind the program. Each classroom was given this book, and it should be read before each chapter. For example, when teaching 'I am' in the curriculum, read 'I am' in the book prior.

The curriculum is most effective when using CDC teachable moments, using the safe place and the curriculum in conjunction.

- Lessons will take 20 minutes.
- Two lessons are to be completed a week.
- The feeling buddies curriculum teaches the five step process of self-regulation.
 - Teachers can choose to spend longer on lessons if it is needed or add a third lesson to the week if the children are understanding the material
- It is recommended that the curriculum be taught early- and it takes roughly 18 weeks.
 - The sooner we teach the curriculum the sooner the children can use their safe spot.
 - Using the 18 week plan, the curriculum should be complete in January.
- Once the curriculum is taught, teachers can go back to reteach lessons and add extension activities to deepen understanding.
- Children love to talk and share and while this can be done in a large group, CDC recommends smaller groups if you have chatty children so every one can feel heard.

The curriculum builds in a progressive order to deepen our understanding of emotions and how to handle them.

Children begin by learning to read body language and facial expressions in order to understand their emotions and label the feeling.

Then they learn calming strategies so they can begin to put a pause between the emotion and an action.

Ultimately, they learn problem-solving skills for handling the problem now and help to prevent similar problems in the future. All conflict starts with upset. Without being able to regulate the upset, conflict resolution is impossible.

HOW IT WORKS

1	Unit 1: Meet the Buddies
27	Unit 2: I Am: Acting Out My Emotions
53	Unit 3: I Calm Myself
75	Unit 4: I Feel
99	Unit 5: I Choose
123	Unit 6: I Solve
145	Unit 7: Our School Family

OVERVIEW

0-4:18

5:25-8:06

7 min

SETTING UP SAFE PLACE

4:30

Completing the Process –
Christina 6:00

10

CIRCLE TIME

Circle Time

Songs by Lesson

4.1 Helping my buddy 2:53

3.5 Did you know? 1:53

4.1 Bye Bye Buddies .47

THE FIVE STEPS OF SELF REGULATION

- I am 1:06
- I calm 1:26
- I feel 5:17
- I choose 6:13-7:13
- I Solve 1:40

- 10

CHALLENGING CHILDREN

5:17

SUCCESS STORIES

How Feeling Buddies Help 3:09

Hello, Happy and Sad

Goal: To identify and name facial cues for the emotional states of happy and sad

Materials

- Listen to *Your Feelings* CD Songs:
 - "It's Buddy Time" #16
 - "Look at My Face Part 1" #19
 - "Bye, Bye Buddies" #4
- Happy and Sad Feeling Buddies
- Reproducibles
 - 1.1 A, 1.1 B (optional, younger)
- Empty Feeling Buddies pocket board
- Chart paper or sentence strips
- Instructional DVD
- Managing Emotional Mayhem*
- Turn and Talk sticks (optional)
- Talking stick (optional)
- Happy/Sad sticks (optional, younger)
- Yarn, googly eyes, crayons (optional, younger)

Before You Begin

- Watch "Overview by Dr. Becky Bailey" and the first two videos in the "Circle Time" section ("Overview of the Curriculum" and "Overview of the Songs") on your instructional DVD
- Watch the songs for Lesson 1.1 by selecting "Circle Time" then "Songs By Lesson" on your instructional DVD
- Review *Managing Emotional Mayhem*, Chapter 3
- Listen to "Look at My Face Part 1"
- Gather materials
- Write Happy and Sad's chants on chart paper or sentence strips
- Write the words to "Look at My Face Part 1" on chart paper, leaving the feeling word blank. Laminate the chart paper. Write the feeling words as you say them during the lesson. (optional)
- Make Turn and Talk sticks (optional)
- Make Happy/Sad sticks (optional, younger)
- **Word Wall:** Happy, Sad

Let's Get Started



Sing: "It's Buddy Time" #16

Keep the Feeling Buddies hidden behind your back, under a blanket or in a basket until you introduce them.

I have really been looking forward to our lesson today! I am going to introduce some new friends to you. They are our Feeling Buddies and they will be very helpful in our classroom. Before I introduce them to you, I have a question for you. Have you ever felt happy?

We've all had times when we feel happy. This is one of our new friends, Happy. Hold up the happy Feeling Buddy. One time I felt happy when... Share a personal story. Hold Happy next to your face as you share your story.



Buddy Tip: When sharing stories with children, it is best to share authentic stories from your own life. Authentic stories help build connections. Make sure your stories are developmentally appropriate for your children. Avoid "make me" language like, "It makes me happy when my daughter..." Instead you might say, "I felt happy when my daughter..." Examples of happy stories to share include incidents from family vacations like when you all got wet on the log flume at the amusement park, reaching a goal like finishing a half-marathon, events like gathering with friends for a baby shower or an achievement like learning to make a fancy meal.



Adaptations for Younger Students: Remember it is important for young children to share their meaningful experiences with adults. If time is critical, review the suggestions in the "Getting Started" section on page viii.

Does anyone else want to share a story about a time they felt happy? Give Happy to the child who is sharing and use it as a talking indicator to show whose turn it is to speak. When finished speaking, this child gives Happy to the next speaker. If sharing the happy Feeling Buddy causes a commotion, use a talking stick to designate the speaker. If the child says, "It makes me happy when ____." Say, "You feel happy when ____" or "You felt happy when ____."

Look at Happy's eyebrows. They are going like this. Demonstrate.

Look at Happy's mouth. It is going like this. Demonstrate.

Now, make your face look like Happy's face. Notice children's expressions. (Read the Conscious Discipline tip below as you notice expressions.)

You did it! Your eyebrows are going like this. Demonstrate.

Your mouth is going like this. Demonstrate.

You seem happy, just like our new Feeling Buddy. Your faces look like this every day. It's exciting to see!



Conscious Discipline Tip: Noticing instead of judging is at the core of Conscious Discipline. Start your noticing sentences with the child's name, "you" or "your." Avoid saying "I noticed you ____." "I noticed" becomes about you and the child's relationship and leads to approval seeking. "Your face is going like this" is about the child and leads to conscious awareness.

Happy: Hi everyone! I'm so happy to meet you and be with you. We will have fun together! You know what I like to say a lot? Yahoo, look at you. Happy, happy, clap, one, two. Say it with me and clap your hands! Point to the words you wrote on sentence strips or chart paper as you all repeat Happy's chant. Place Happy in your lap.

I have another question for you. Have you ever felt sad? Bring out the sad Feeling Buddy and hold it up next to your face as you share a personal story. One time I felt sad when...

Does anyone want to share a story about a time you felt sad? Give Sad to the child who is sharing to use as a talking indicator like you did with Happy. Alternately, you may use a talking stick to designate the speaker instead of Sad, or pair off and use the Turn and Talk sticks.

Look at Sad's eyebrows. They are going like this. Demonstrate.

Look at Sad's mouth. It is going like this. Demonstrate.

Can you make your face look like Sad's face? Notice children's expressions.

You did it! Your eyebrows are going like this. Demonstrate.

Your mouth is going like this. Demonstrate.

You seem sad, just like our new Feeling Buddy. There are times I have seen this look on your faces, just like there are times I've seen your happy faces.

Sad: Hi, my name is Sad. I help people when they lose something they love. I will help you, too. I am going to say a chant. You are going to repeat it. Point to the words you wrote on sentence strips or chart paper as Sad chants:

Boo hoo, I see you.

When you feel sad, I will help you.

Hug Sad and tell children to hug themselves. Repeat the chant with the children. Put Sad in your lap.

I'm going to teach you a new song about feeling happy and feeling sad.



Sing: "Look at My Face Part 1" #19

Listen to the song and watch the instructional DVD. Sing *a cappella* using only Happy and Sad. After you introduce Angry and Scared play the CD.



Buddy Tip: It is helpful to begin by singing the two verses of the song that relate to happy and sad alone, and then add the music later.

Happy: Bye, everyone. Yahoo, look at you. Happy, happy, clap, one, two.

Sad: Bye bye! Boo hoo, I see you. When you feel sad, I will help you.

Happy and Sad live in these pockets. Show children the Feeling Buddies pockets. Put Happy and Sad in their places. Look boys and girls, their names are on their pockets. Point to the words and read the names with the children.

Hang the Feeling Buddy pocket chart in the circle area so you can refer to it. If a child is feeling happy or sad during the day say, "I noticed your eyebrows are like this (pull out Happy or Sad and point), your eyes are like this and your mouth is like this. Your face looks like (Happy or Sad)." Do not put the Feeling Buddies in the Safe Place until after Lesson 2.4.

We have met two of our eight new friends. Once we meet all eight of them, they will help us be loving and kind to each other.



Sing: "Bye, Bye Buddies" #4



Adaptations for Younger Students: Unit 1 introduces all eight Buddies. For young children, you may choose to introduce and use only four of the Feeling Buddies. You can introduce the "cousins" later in the year.



Extension Activities

Younger (Pre-K-Kindergarten)

How Do You Think You Would Feel? Prepare Happy/Sad sticks ahead of time by sticking happy and sad stickers back to back on the end of a popsicle stick. Give one Happy/Sad stick to each child. Share examples of situations that occur daily in your classroom. For example, "A friend takes your crayons. How do you think you would feel?" Coach students to use their Happy/Sad sticks to show the feeling. Make sure the examples relate specifically to happy and sad as best as possible. Repeat this activity with pairings of other feelings as you meet more Feeling Buddies.



Conscious Discipline Tip: It is critical that you ask the question, "How do you think you would feel," instead of saying, "How do you think that would make you feel." Self-regulation requires children learn to own their feelings. Attributing the cause of their feelings to outside situations or people by using "make you" language yields blame and derails the process.

Model Safe Place

I Calm Poster

Provides children with visual icons of the four basic calming strategies.

My Five Steps Chart

Provides visuals for teachers and children to conduct the five steps to self-regulation.

Safe Place Case

A container to hold all the items listed on the I Choose to Think poster, plus other items to help children organize and calm, including but not limited to the *Helping My Feeling Buddies* book (the *I Can Calm* and *When I Feel* books are helpful options available at ConsciousDiscipline.com).

Brain Smart® Choices for Connection and Calming

Provide an additional 20 connecting activities and 16 calming activities for your Safe Place. The *Choice Cubes* are optional.



Caring Connections Poster

Provides four options for children who feel upset and want additional connection to help them turn on their thinking brains.

I Choose to Think Poster

Provides six basic choices to help children turn on their thinking brains after an upsetting event.

Feeling Buddies and Their Pocket Home

The heart of the program. Children select the Feeling Buddy that matches their emotional state. As they help their Buddy regulate, they learn how to regulate themselves.

Bean Bag or Soft Cushions

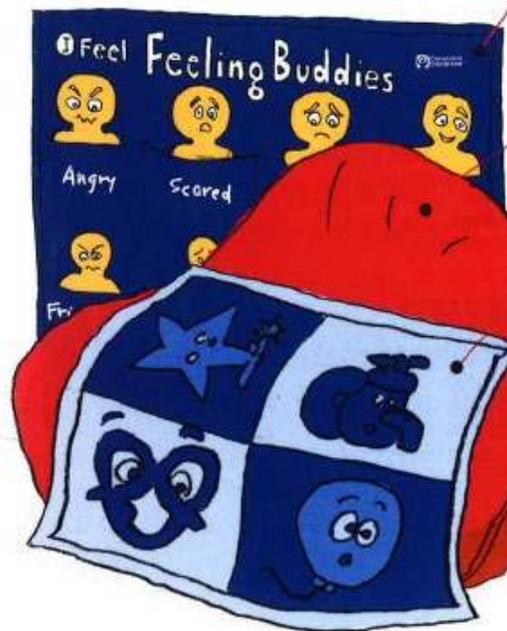
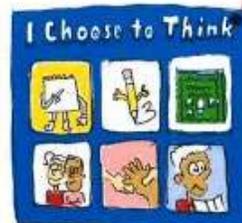
Creates a comfortable and inviting space for children to relax while implementing the five-step process of self-regulation.

Safe Place Mat

A textured mat displaying the four basic calming strategies. The mat is optional.

I Am Upset Smock

Integral to teaching and modeling when and why to go to the Safe Place.



Managing the Program

Green Text
Spoken words from the Buddies

Black Text
Directions and explanations for teacher

Blue Text
Spoken words of the teacher

Buddy Tip
Suggests ways to improve learning, adds depth to concepts and/or streamlines classroom management

Progress Check
Two progress checks are included for student evaluation or teacher self-assessment

Conscious Discipline Tip
Integrates, expands and infuses Conscious Discipline throughout the Curriculum

Extensions
Optional activities enrich the learning experience, integrate home and school, and/or extend the lesson

Resources
Additional Conscious Discipline products and resources

Adaptations for Younger Children
Tips for customizing the activity for ages Pre-K and K

Adaptations for Older Children
Tips for customizing the activity for ages First and Second Grade