

ATLAS ACADEMY · EDUCATOR VERTICAL

# Feelings Unplugged · Classroom Toolkit

SCHOLAR STUDIO · OPEN ACCESS

Practical scaffolds for teachers, counselors, and worldschool facilitators building emotionally intelligent learning ecosystems. Distributed open-source so adolescents everywhere can access core regulation skills.

Optional classroom illustration / classroom photo

# Table of Contents

|                                      |      |
|--------------------------------------|------|
| 01 · Purpose & Licensing             | p.2  |
| 02 · Quick-Start · 5-Minute Check-In | p.3  |
| 03 · Regulation Menu                 | p.4  |
| 04 · Trauma-Informed Response        | p.5  |
| 05 · Lesson Integration              | p.6  |
| 06 · Classroom Prompts               | p.7  |
| 07 · Emergency Protocol Snapshot     | p.8  |
| 08 · Educator Nervous-System Care    | p.9  |
| 09 · Field Notes & Adaptations       | p.10 |
| 10 · Resources & Citations           | p.11 |
| 11 · Credits & License               | p.12 |



# Purpose & Licensing

## WHY NOW

Students arrive carrying grief, hypervigilance, and brilliance. Emotional regulation isn't a detour from curriculum—it's the on-ramp. These rituals adapt to five-minute homeroom check-ins or full SEL blocks.

## OPEN ACCESS

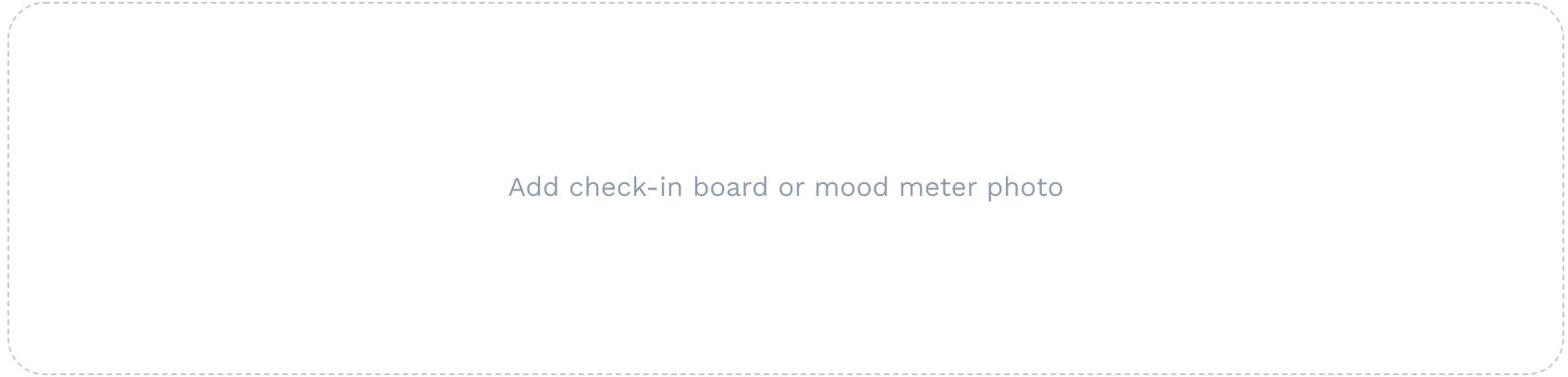
Core resources are released under CC BY-NC 4.0. Copy, translate, and remix for noncommercial classrooms. Pay-what-you-can licensing fuels translation, facilitator residencies, and youth co-design.

Reference: CASEL (2023) competencies; SAMHSA Trauma-Informed Schools (2014).

# Quick-Start • 5-Minute Check-In

DAILY RITUAL

- 1. Arrival regulation:** Dim lights, play calm audio, or invite three deep breaths.
- 2. Mood meter:** Students mark energy (high/low) × pleasantness (pleasant/unpleasant).
- 3. Prompt rotation:** “What do you need to feel ready?” / “What’s one thing you’re proud of?”
- 4. Expression options:** Speak, write, draw, or log digitally.
- 5. Transition:** Celebrate courage: “Showing up counts as success.”



Add check-in board or mood meter photo

# Regulation Menu

## Somatic Corners

Weighted lap pads /  
resistance bands.

Textured mats for  
grounding feet.

Noise-cancel headphones  
or playlist station.

## Sentence Frames

“Today my energy feels  
\_\_\_\_ because \_\_\_\_.”

“If I had a support buddy,  
I’d ask for \_\_\_\_.”

“What I want you to know  
is \_\_\_\_.”

## Micro- Interventions

4-7-8 breathing with  
visual timer.

Emotion charades for  
name-it-to-tame-it  
practice.

Three-minute journaling  
using Feelings Unplugged  
prompts.

## Co-Regulation Scripts

“Would a pause, stretch,  
or water help right now?”

“Do you want me to sit  
nearby or give space?”

“Your nervous system is  
doing its job. Let’s breathe  
together.”

# Trauma-Informed Response

## IF A STUDENT DYSREGULATES

- Regulate the room (lower stimuli, anchor remaining students).
- Approach with neutral posture, soft eye contact.
- Offer choices: “Hallway, calming corner, or sit with me?”
- After stabilization, document triggers and supports requested.
- Schedule restorative follow-up; invite student voice in consequences.

Reference: SAMHSA Trauma-Informed Schools (2014); Liberation-centered classroom practice (Love, 2019).

# Lesson Integration

## ELA / Humanities

Map character emotional arcs with the mood meter.  
Journaling from archetype perspectives to deepen analysis.

## STEM

Brain science mini-lessons (amygdala vs. prefrontal cortex).  
Data projects tracking sleep, mood, and focus correlations.

## Advisory & SEL

Weekly reflection circle using journal prompts.  
Playlist therapy sessions to co-create calming soundtracks.

# Project-Based Learning

Students design regulation corners for the school.

Community interviews on emotional resilience strategies.

# Classroom Prompts

COPY & CLIP

**Opening:** “What’s the weather in your head today? Sunny, foggy, stormy, still?”

**Midweek:** “Name one boundary you honored this week. Where do you want help protecting one?”

**Closing:** “Name a support that kept you grounded. Who can you thank?”

**Project Reflection:** “What did your nervous system learn from this assignment?”

# Emergency Protocol Snapshot

## Safety Steps

Stay with student; remove audience when possible.

Call in designated crisis responder/counselor.

Document what was said/requested verbatim.

## Family Communication

Neutral tone: “Here’s what we observed; here’s how we responded.”

Share resources (crisis lines, school supports).

Schedule follow-up; invite caregiver voice.

## Aftercare

Debrief privately once regulated.

Update safety plans/accommodation notes.

Provide re-entry ritual (affirmations, new plan).

# Educator Nervous-System Care

## Micro Practices

Two minutes of box breathing between classes.

Shake or stretch before/after high-energy lessons.

Tag in colleagues—co-regulation is communal.

## Boundaries to Model

Office hours for emotional check-ins.

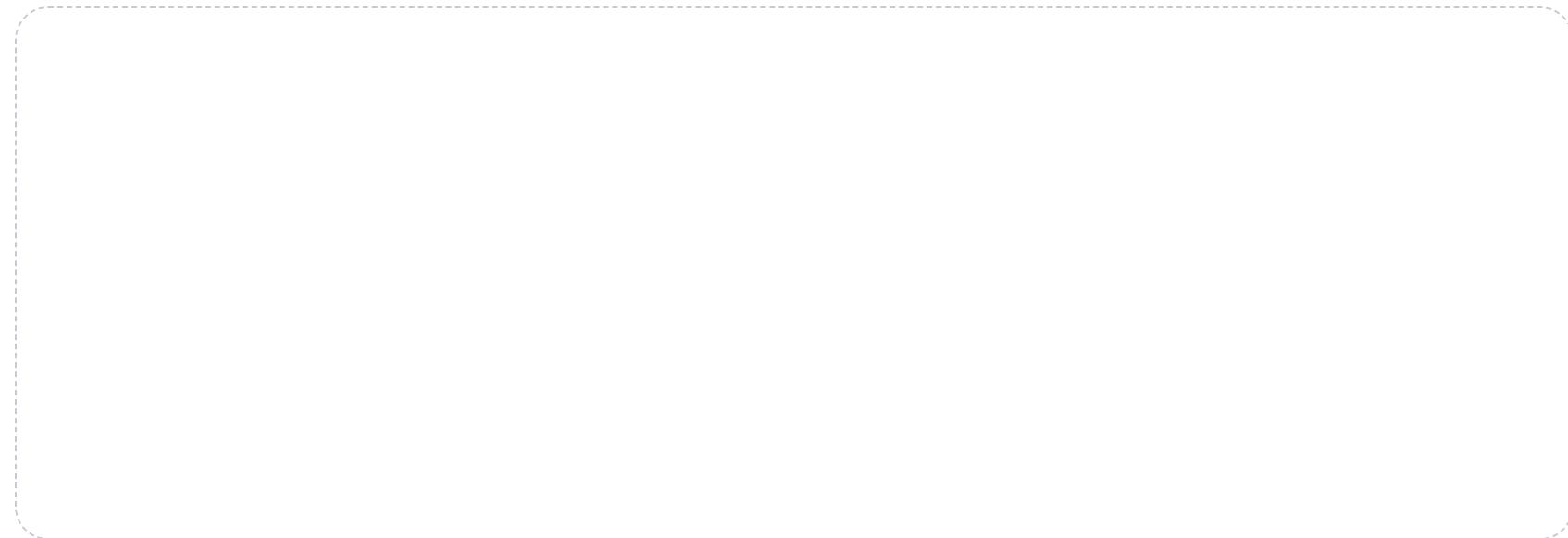
“I care and want to keep holding space—let’s pick this up during advisory.”

Limit after-hours messaging; protect restoration time.

Compassion fatigue is cumulative. Transparent boundaries demonstrate sustainable care for both educators and students.

# Field Notes & Adaptations

Capture lesson tweaks, student feedback, and co-created rituals here. Send excerpts to [atlas@feelingsunplugged.space](mailto:atlas@feelingsunplugged.space) so we can fold them into future releases.

A large, light gray dashed rectangular box occupies the center of the page, intended for users to write their field notes and adaptations.

# Resources & Citations

## Research References

Ryan, R. M., & Deci, E. L. (2000). Self-Determination Theory.

SAMHSA (2014). Trauma-Informed Schools.

CASEL (2023). Social-Emotional Learning Competencies.

Love, B. (2019). We Want to Do More Than Survive.

## Useful Links

Feelings Unplugged App · [feelingsunplugged.space](https://feelingsunplugged.space)

Atlas Academy · [feelingsunplugged.space/atlas](https://feelingsunplugged.space/atlas)

Teaching Tolerance / Learning for Justice · [learningforjustice.org](https://learningforjustice.org)

Mindful Schools · [mindfulschools.org](https://mindfulschools.org)

# Credits & License

Developed by Dr. Erica L. Tartt and the Atlas Academy scholar studio. CC BY-NC 4.0—share widely, cite the work, and keep core materials free for students. Partnerships + training inquiries: [atlas@feelingsunplugged.space](mailto:atlas@feelingsunplugged.space).

Scholar Studio Brand System © 2025 · Feelings Unplugged Open Curriculum.