

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

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# 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

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**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, empty rectangular area defined by a dashed line, 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](http://feelingsunplugged.space)

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

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

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

# Credits & License

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Partnerships + training inquiries: [atlas@feelingsunplugged.space](mailto:atlas@feelingsunplugged.space).

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