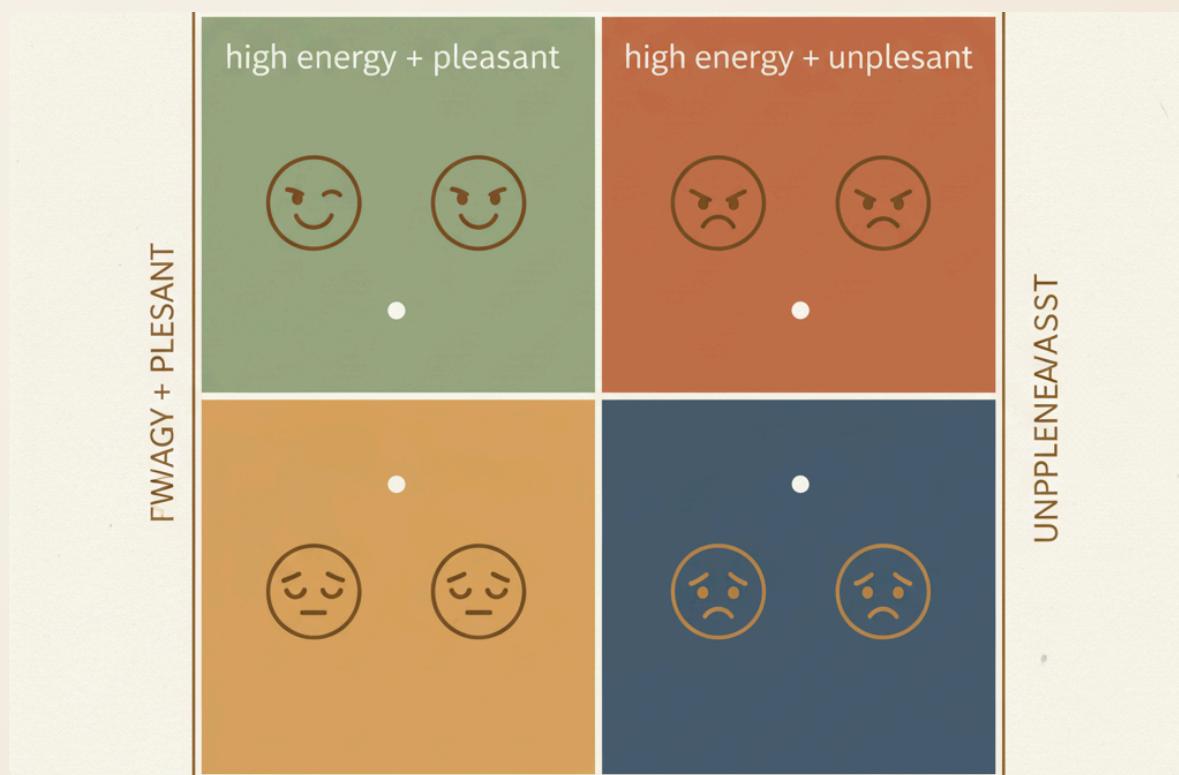


FEELINGS UNPLUGGED

# Feelings Unplugged . Classroom Toolkit

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.



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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

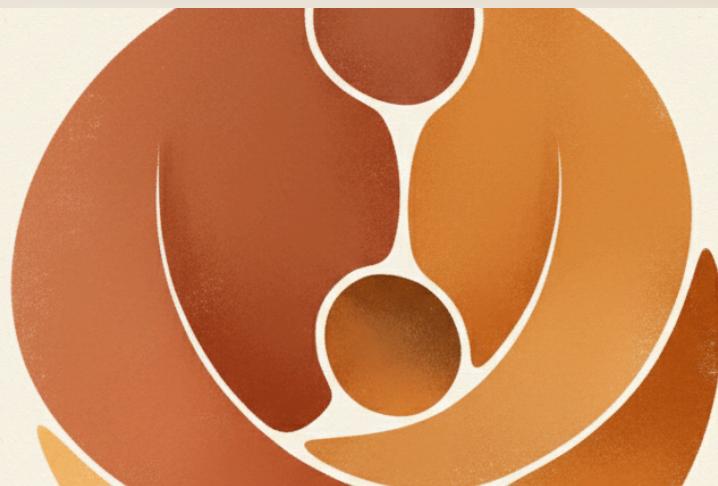
Core resources are released under CC BY-NC 4.0. Copy, translate, and remix for noncommercial classrooms. Pay-what-you-can licensing fuels translation, facilitator residencies, and youth co-design.

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.”



# 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.

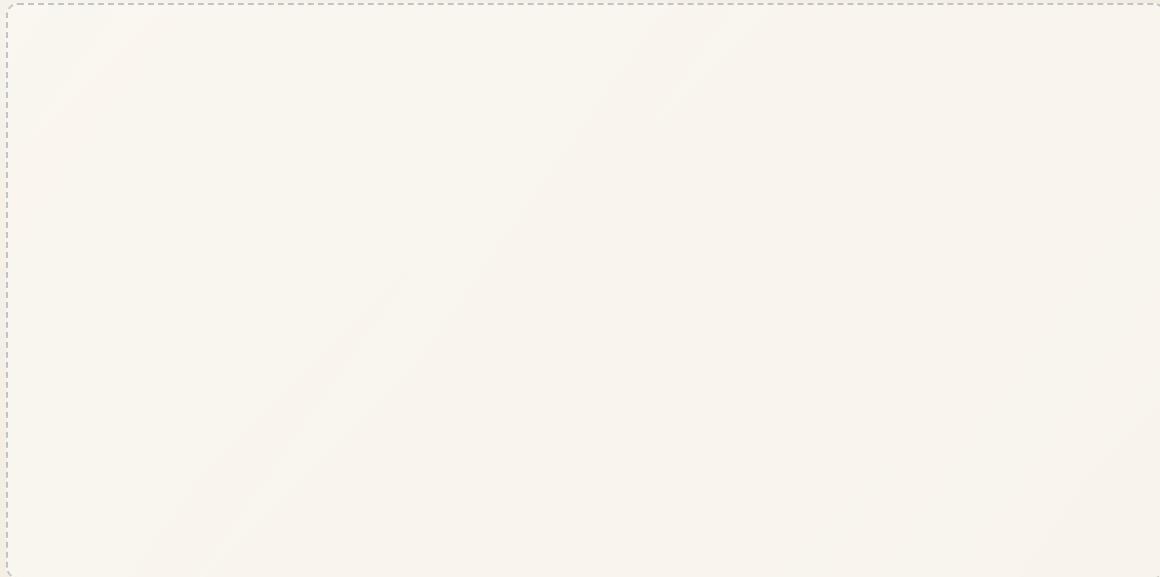
“I care and want to keep holding space—let’s pick this up during advisory.”

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 [care@feelingsunplugged.com](mailto:care@feelingsunplugged.com) so we can fold them into future releases.

A large, empty rectangular area defined by a dashed black border, intended for handwritten or typed notes.

# 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)

Feelings Unplugged · [care@feelingsunplugged.com](mailto:care@feelingsunplugged.com)

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: care@feelingsunplugged.com.

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