

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.

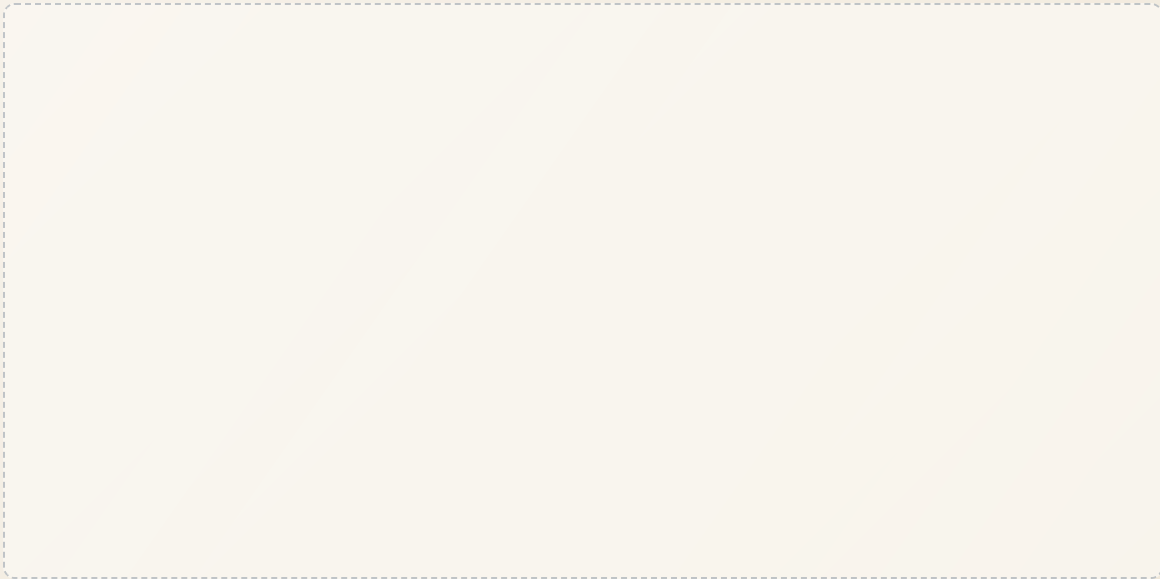
“I care and want to keep holding space—let’s pick this up during advisory.”

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 so we can fold them into future releases.



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

Feelings Unplugged · care@feelingsunplugged.com

Teaching Tolerance / Learning for Justice · learningforjustice.org

Mindful Schools · mindfulschools.org

Credits & License

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