



TM

GG HAPPY

Classroom Pilot Kit

A sensory-first starter pack for gentle check-ins, visual routines, and everyday regulation.

COMPLIMENTARY EARLY ACCESS

Try it. Notice what helps. Share honest feedback.

FEELINGS

ROUTINES

REGULATION

REFLECTION

For educators and school pilot members

Private by design • Flexible by classroom • Child-centered



Begin in three gentle steps

Use only what fits your classroom. No child is required to share a feeling publicly.

1 INVITE

Offer a private visual check-in at arrival, after transitions, or when a child asks.

2 NOTICE

Treat the response as a clue for connection - never a grade, diagnosis, or behavior score.

3 OFFER

Give two or three supportive choices: water, movement, quiet, help, breathing, or a break.

TEACHER LANGUAGE

“You do not have to explain. You can point, tap, or choose later.”

Mood Buddy check-in

Children may point to a Buddy, circle one, or choose “not sure yet.”



HAPPY



SAD



ANGRY



SILLY



WORRIED



AFRAID



CALM



EXCITED



TIRED



CONFUSED



SHY



PROUD

NOT SURE YET IS A VALID CHECK-IN

Offer time, privacy, and another chance later.



What might help?

Cut apart the cards or keep the page whole as a visual choice board.



BREATHE



PLAY



HELP



BREAK



QUIET



HUG



MOVE



TALK

WATER

HUNGRY

BATHROOM

NOT SURE



Build the day one step at a time

Cut out the cards, place 5 or 7 in order, and move each card to DONE when complete.

1

ARRIVE

2

HANG BAG

3

CHECK IN

4

MORNING WORK

5

CIRCLE TIME

6

SNACK

7

BATHROOM

8

READ

9

DRAW

10

MOVEMENT

11

LUNCH

12

QUIET TIME

13

PACK UP

14

HOME



My classroom routine

Write or attach one visual card in each box. Use 5 steps for a short routine or all 7 for a full sequence.

1	STEP _____	DONE
2	STEP _____	DONE
3	STEP _____	DONE
4	STEP _____	DONE
5	STEP _____	DONE
6	STEP _____	DONE
7	STEP _____	DONE



A calm space is an invitation

It should never be used as punishment or forced isolation.

SOFT SEAT

A cushion, chair, or floor spot.

LOW LIGHT

Warm or sensory lighting when possible.

HEADPHONES

Optional sound reduction or quiet audio.

VISUAL CHOICES

Breathe, water, movement, help, quiet.

SIMPLE TIMER

A visible timer with no pressure.

RETURN PLAN

A gentle way to rejoin the activity.

TRY SAYING

“Would quiet, movement, or staying beside me feel helpful?”



Five-minute classroom reset

Offer participation without pressure. Students may watch, join, or choose another quiet support.

0:00–1:00

ARRIVE

Feet on the floor. Notice one thing you can see.

1:00–2:00

BREATHE

Smell the flower. Cool the cocoa. Repeat slowly.

2:00–3:00

MOVE

Roll shoulders, press palms, or stretch arms.

3:00–4:00

CHOOSE

Water, quiet, help, movement, or a break.

4:00–5:00

RETURN

Name one small next step. No need to feel “all better.”



Weekly classroom notes

Record patterns, not labels. Keep this page private and follow your school data-retention policy.

WEEK OF: _____

Which visual choices were used most often?

When did transitions feel easiest?

What seemed to support re-entry after a break?

What should we try differently next week?

☐

I would like to share optional pilot feedback with GG Happy.



Helpful, private, and transparent

This kit is designed for early classroom testing and honest feedback.

WHAT TO NOTICE

Clarity, ease of use, student engagement, which choices feel useful, and what is missing.

WHAT NOT TO COLLECT

Do not send GG Happy student names, diagnoses, journal entries, contact details, or identifiable classroom records.

TESTIMONIALS

Positive comments are never required for access. Public sharing requires separate, optional permission.

IMPORTANT

These educational resources are not clinical assessment instruments, validated treatments, or substitutes for medical, psychological, therapeutic, or educational evaluation.

SHARE OPTIONAL FEEDBACK

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