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CALM

CURRICULUM®

CALM Curriculum® is an innovative Canadian play-based curriculum specifically developed for young children, that connects neuroscience, theoretical research and positive psychology to support and strengthen their social emotional well-being.

CALM Curriculum® is an evidence-based and research informed program for children aged 4 – 7 years, their educators and their parents/ caregivers. The 10 week program is designed to teach self-regulation skills to help cope with life's stressors and strengthen student's social and emotional well-being, while increasing the educators/parents knowledge and skills in supporting these areas. Children learn about their energy arousal states, emotions, problem solving strategies, impulse control, moral development, kindness and more. This universal program, with prevention and intervention elements builds resilience and protective factors. **CALM Curriculum**® is aligned with the BC New Curriculum, fostering the skills children will need for life long success, including empathy, social responsibility, and self-management.

Prioritizing social and emotional learning programs such as the **CALM Curriculum**® will prepare children for their future, along with building the capacity of educators and families to support their social emotional growth and well-being.

ERIC VAN EGMOND
MCFD, ABBOTSFORD, 2014

Founders, Kiran Sidhu and Jodie Elliott, in partnership with the Fraser Valley Child Development Centre collaborated with Upper Fraser Valley communities to develop the **CALM Curriculum**®.

CALM Curriculum® was developed over three years (2013 – 2015) in conjunction with a Masters of Education project and through an iterative implementation process. The Masters project provided the theoretical underpinnings, current research and canvased top international social emotional learning programs. This research and literature

identified the critical elements of the **CALM Curriculum**® and supported its credibility. Through an iterative implementation process collaborating with teachers, early childhood educators, parents, and administrators, pre and post data, as well as qualitative feedback continually reshaped the learning modules to ensure the feasibility and suitability of the **CALM Curriculum**® for young learners and their learning environments.



We saw the greatest shift in social and emotional wellness in our school when the **CALM Curriculum**® was implemented in all early grade classrooms. The energy throughout the school was positively vibrant

VICE PRINCIPAL
SARDIS ELEMENTARY SCHOOL, 2015



Together with educators and parents/ caregivers, **CALM Curriculum**® is creating a trajectory of positive change in the social emotional well-being of young children.

CALM Curriculum® has been implemented in 52 classrooms, with over 1,000 children participating. Spanning across 4 school districts, there are 75 educators trained to deliver the program. Educators who have implemented the **CALM Curriculum**® in their classrooms state 'the program is user friendly, easy to implement, educational and fun'. The children are:

- ★ More helpful and accepting of others;
- ★ Demonstrating more acts of kindness;
- ★ Interacting and participating in group activities;

- ★ Resolving conflicts with strategies provided;
- ★ Regulating their emotions more successfully;
- ★ Able to identify and understand their emotions;



As a teacher, I have found the stretching moves and breathing technique to be a useful, quick strategy to calm the class and with a slight gesture can cue a student to do their 'monkey breaths' to calm themselves down.

KINDERGARTEN EDUCATOR
ABBOTSFORD



EDUCATORS AND SCHOOL ADMINISTRATORS HAVE STATED:

We could immediately see how this program could assist our students in learning how to monitor their own behaviors, make appropriate choices and learn skills to self regulate...I am sold on CALM and believe it is an essential program for our early learners.

PRINCIPAL
PROMONTORY ELEMENTARY SCHOOL, 2015



THE CALM CURRICULUM® TEAM HAS SEEN:

Students are immediately drawn to Melvin, his character and his mannerisms. Children are attuned to his words (as spoken by the teacher) and want to engage in his activities. Often in the playground you hear "Melvin's coming today! Melvin's coming today!"