ECM-Lite Classroom Edition

A Structured Emotional Cycling Curriculum for Educational Settings
Core Emotion Framework (CEF)

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0. Purpose and Canonical Position

The ECM-Lite Classroom Edition provides a standardized, developmentally appropriate emotional-skills curriculum built around the ECM-Lite device.
It is designed for:

- K–12 classrooms
- university programs
- youth groups
- after-school programs
- SEL (Social-Emotional Learning) environments
- counseling centers
- educational workshops

This edition adapts the Core Emotion Framework (CEF) into a safe, structured, and age-appropriate format that teachers and facilitators can use without specialized emotional-training credentials.

ECM-Lite Classroom Edition is:

- non-diagnostic
- non-therapeutic
- educational
- skills-based
- accessible to all students

It is the first ECM variant designed specifically for institutional emotional education.

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1. Educational Design Principles

The Classroom Edition is built on five principles:

1.1 Simplicity

Clear, repeatable routines that students can learn quickly.

1.2 Safety

Strict boundaries to prevent emotional overwhelm or therapeutic drift.

1.3 Developmental Fit

Adaptable for ages 8–18+ with tiered language and timing.

1.4 Consistency

Short, structured sessions that build emotional literacy over time.

1.5 Neutrality

No emotional interpretation, analysis, or disclosure required.

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2. What ECM-Lite Teaches Students

ECM-Lite supports four core emotional-skills outcomes:

2.1 Emotional Awareness

Recognizing internal states through physical movement.

2.2 Emotional Differentiation

Understanding the difference between Head, Heart, and Gut activation.

2.3 Emotional Modulation

Using CW, CCW, and Swing to shift emotional tone safely.

2.4 Emotional Stability

Practicing grounding and balancing through embodied rhythm.

These outcomes align with SEL frameworks while remaining non-clinical.

3. Classroom Setup

3.1 Physical Setup

- Each student receives an ECM-Lite or shares in pairs.
- Teacher demonstrates at the front of the room.
- Students sit or stand with stable posture.
- Devices are placed on desks or held comfortably.

3.2 Environmental Setup

- Calm, neutral lighting
- Minimal distractions
- Optional soft background noise
- Journals or reflection sheets available

3.3 Group Size

- 1–30 students
- Larger groups require visual demonstration and slower pacing

4. Safety Framework (Classroom Edition)

Teachers must ensure:

- no rapid or forceful movement
- no emotional disclosure required
- no interpretation of student emotions
- no use during visible distress
- no competitive framing ("who can cycle fastest")
- no therapeutic claims

Stop immediately if a student shows:

- agitation
- confusion
- overwhelm
- dissociation
- physical discomfort

ECM-Lite is an educational tool, not a clinical intervention.

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5. Standard Classroom Session (5–10 Minutes)

A complete ECM-Lite classroom session follows four steps.

5.1 Step 1 — Choose a Center (15–20 seconds)

Teacher prompt:
"Choose the center that feels most helpful right now: Head for clarity, Heart for connection, or Gut for motivation."

Students select:

- **Head**
- **Heart**
- **Gut**

No explanation required.

5.2 Step 2 — Center-Level Cycling (3–5 minutes)

CW (Outgoing) — 45–60 seconds

Teacher prompt:
"As you rotate outward, notice what feels ready to move forward."

CCW (Reflecting) — 45–60 seconds

Teacher prompt:
"As you rotate inward, notice what becomes clearer or easier to understand."

Swing (Balancing) — 30–45 seconds

Teacher prompt:
"Let the movement settle. Let your attention stabilize."

Students maintain slow, steady movement.

5.3 Step 3 — Optional Lite Secondary Mode (1–2 minutes)

Teacher prompt:
"Keep the wheel on your center and place your attention on one part of it—like clarity, connection, or motivation."

This introduces operator-level awareness without advanced mechanics.

5.4 Step 4 — Reflection (1–2 minutes)

Options:

- silent reflection
- journaling
- pair sharing (optional)
- one-word check-in

Teacher prompt:
"What feels different now? What became clearer or calmer?"

No emotional disclosure required.

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6. Weekly Classroom Structure

A simple weekly structure ensures consistency.

Week 1 — Introduction to Centers

Head / Heart / Gut
Basic motions
Safety rules

Week 2 — Emotional Awareness

CW, CCW, Swing
Noticing internal shifts

Week 3 — Emotional Differentiation

Comparing centers
Choosing the right center

Week 4 — Emotional Modulation

Using direction to shift tone
Balancing with Swing

Week 5 — Stability & Grounding

Short cycles
Breath + Swing
Predictable routines

Week 6+ — Integrated Practice

Short daily or weekly cycles
Optional journaling
Group reflection

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7. Classroom Scripts (Teacher-Ready)

7.1 Opening Script

"Today we'll use ECM-Lite to check in with ourselves.
Choose Head, Heart, or Gut—whichever feels most helpful."

7.2 CW Script

"As you rotate outward, imagine giving your center a little space to express itself."

7.3 CCW Script

"As you rotate inward, imagine gathering clarity or understanding."

7.4 Swing Script

"Let the movement settle. Let your attention settle with it."

7.5 Closing Script

"Notice what feels different now. You don't need to share—just observe."

8. Classroom Management Tips

- Keep pacing slow and predictable.
- Demonstrate each motion clearly.
- Avoid emotional interpretation.
- Normalize all experiences ("Whatever you notice is okay").
- Use timers to maintain structure.
- Encourage journaling but never require sharing.
- Keep sessions short—5–10 minutes is ideal.

9. Adaptations for Age Groups

Ages 8–11

- shorter cycles (20–30 seconds)
- simpler language
- more visual demonstration

Ages 12–15

- standard cycles
- optional journaling
- group reflection encouraged

Ages 16–18+

- full session structure
- deeper reflection prompts
- optional Lite Secondary Mode

10. Reflection Prompts (Non-Therapeutic)

- "What changed in your attention?"
- "What feels clearer?"
- "What feels calmer?"
- "What center do you want to use next time?"
- "What motion felt easiest today?"

No emotional disclosure required.

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11. Version Notes (Lite-CE 1.0)

ECM-Lite Classroom Edition introduces:

- a standardized educational curriculum
- age-appropriate session structures
- teacher-ready scripts
- simplified safety rules
- weekly progression model
- group facilitation guidelines

It is the official classroom implementation of ECM-Lite.

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12. Conclusion

ECM-Lite Classroom Edition brings emotional literacy, clarity, and stability into educational environments through a simple, safe, and structured practice.
It empowers students to develop emotional awareness and modulation skills without requiring emotional disclosure or therapeutic framing.

This edition is:

- accessible
- scalable
- developmentally appropriate
- safe for group use
- aligned with SEL goals

It is the first ECM designed specifically for institutional emotional education.

ECM Disclaimer Block

(Three-Tier System for All ECM Documents)

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1. Practitioner-Level Disclaimer

Practitioner-Level Disclaimer

The Emotional Cycling Machine (ECM) and all associated protocols, guides, and training materials are **non-clinical, non-diagnostic, and non-therapeutic**.
They are designed exclusively for **educational, developmental, and skills-training purposes** within the Core Emotion Framework (CEF).

ECM practice does **not** assess, treat, or diagnose any psychological, emotional, or medical condition.
ECM should **not** be used as a substitute for mental-health care, psychotherapy, counseling, crisis intervention, or medical treatment.

Facilitators must:

- avoid interpreting emotional content
- avoid eliciting emotional disclosure
- avoid framing ECM as therapy
- stop use immediately if a participant shows signs of distress

Users experiencing acute emotional overwhelm, instability, or crisis should discontinue ECM practice and seek appropriate professional support.

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2. User-Level Disclaimer

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The Emotional Cycling Machine (ECM-Lite) is a **non-clinical educational tool** designed to support emotional awareness, clarity, and modulation.
It is **not** a therapeutic device and does **not** diagnose, treat, or assess any emotional or psychological condition.

Use ECM-Lite gently and discontinue if you feel overwhelmed, distressed, or physically uncomfortable.
ECM-Lite is intended for general emotional-skills practice and should not replace professional mental-health care or medical support.

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3. Engineering / Conceptual Disclaimer

Engineering / Conceptual Disclaimer

This document describes the conceptual, mechanical, and engineering architecture of the Emotional Cycling Machine (ECM) within the Core Emotion Framework (CEF).
It is intended for **research, design, and technical reference** only.

The descriptions of emotional states, load, stability, or calibration are **conceptual constructs** within the CEF and are **not** clinical assessments or psychological measurements.
This document does **not** provide therapeutic guidance and should not be interpreted as mental-health instruction.

All emotional terminology is used in a **framework-specific, non-clinical sense**.