

# Kimochis®



## Play with Feelings!

Have a little fun while building emotional vocabulary in the classroom! Here are some easy brain breaks to create more positivity in your classroom.

### Simon Says “Feelings”

Play “Simon Says” with your students giving feeling directions. Each student gets a turn to pull a feeling from the bowl and give a feeling direction. For example, Say, “Simon says, look happy.” In between commands, you can ask your students question about those feelings, such as “What can make kids your age feel happy?”

(Tip: Get in the habit of asking your students what kids their age might think and feel rather than directly asking what that student feels as it can feel more inviting and less personal thus encourage more sharing.)

### Pass the Kimochis

Set up: Partner up your students and then have your class form a large circle. Each pair should be facing each other.

1. Ask students to send their partner a friendly signal (wave, smile, high five, thumbs-up) say hi and include their name.
2. Hand each pair a Kimochis Feeling Pillow.
3. Instruct your students to take turns and share when they have felt this feeling or when they feel this feeling.
4. The teacher calls out “PASS THE KIMOCHIS” to activate the FUN as students are to pass the feeling to the left and continue to take turns.

### The Kimochis Hunt

Hide the Feeling Pillows around your classroom. Turn on some fun music and let the feeling hunt begin! When the music stops, sit in a circle so each student can take turns acting out the feeling they found for friends to guess.

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Tip: You can have students hide feelings related to a single topic such as having a student hide feelings that kids their age may feel during: math, recess, science, field trips, lunch time. When students find the feelings, have a conversation about why kids their age might have this feeling and share student's tips and tricks for helpful ways to manage these feelings and make things better.

## **I Spy Kimochis**

Leave only one feeling in your Kimochis bowl. This is the feeling that you want everyone to observe in themselves and others throughout the week. At the end of the week sit in a circle and give students who want a chance to report back their feeling observations. "I saw a man who was so mad at the grocery store." Allow classmates to ask questions and discuss what they admire about the way people both managed *hard to have* feelings or created positivity.

## **Kindness Matters**

Sit in a circle and pass the Kind Feeling Pillow around and share:

- Who is a person you admire for kindness and why?
- What is something kind that was said or done for you today?
- What was something kind you said or did today?
- What kind deed have you done that you did not tell anyone about?
- Have you ever receive a kind act from an anonymous person?
- Describe a time you were kind when someone forget to be kind.
- Describe a time when someone else was kind to you when you forgot to be kind.

## **Feeling Grateful**

Sit in a circle and pass the Grateful Feeling Pillow around and give students a turn to share an appreciative moment. This is a great activity to do after recess when emotions are high and not necessarily resolved YET as it helps remind students that grateful feelings can coexist with *hard to have* feelings and in fact can give their heart a hug so to speak.

Tip: Many teachers like end the school day on this grateful note.

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## Charades

This is an old fashioned game that is always a big hit! To play, take turns with students pulling Feeling Pillows one at a time and acting out for classmates to guess. Kids like repetition and can get more creative, so you can play this game somewhat regularly to act out feelings. This gives kids a chance to practice showing how feelings can “look” on people’s facial expression and body language.

Tip: You can make this activity more verbal and advanced by lining up the Feeling Pillows on the floor word-side up. Have students take turns describing or acting out a situation in which someone might have this feeling. For example, for Sorry, “A person might have this feeling if they accidentally broke a friend’s valuable possession.”