



**HAPPY**



**SAD**



**MAD**



**BRAVE**



**EMBARRASSED**



**FRIENDLY**



**SORRY**



**DISAPPOINTED**



**FRUSTRATED**



**SILLY**



**HOPEFUL**



**LEFT OUT**



**EXCITED**



**JEALOUS**



**CURIOUS**



**GRANKY**



**SENSITIVE**



**PROUD**



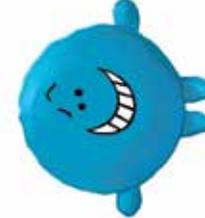
**INSECURE**



**GRATEFUL**



**LOVED**



**GUILTY**



**UNCOMFORTABLE**



**SHY**



**HURT**



**SURPRISED**



**SCARED**



**KIND**



## Getting Started with Kimochis in the Classroom

1. Post your Kimochis feelings chart in your classroom.
2. Print and laminate a Kimochis feeling chart for each student.
3. Invite each student to point to a feeling and...
  - Say the feeling word
  - Make the feeling face
  - Make the feeling sound
  - Have your students tell you what might make a kid (his or her age) have this feeling

**Note:** For older kids play:

- Charades and act out feelings for other classmates to guess
- I Spy a feeling you might have when..... *people say you can't play.* (Left out)



## STARTING & ENDING YOUR DAY IN A POSITIVE KIMOCHIS WAY

1. To start your school day with positive feelings, have your class choose a feeling they want to have more of today. Ex. *We want to have more SILLY.*

**Note:** You can choose a new feeling each day or each week.

2. Invite students to take turns telling one way to create more SILLY feelings.
3. At the end of day share stories of SILLY.
4. Likewise, you can use your Kimochis feeling chart to predict and point to a *hard-to-have* feeling your class does not want to have today but might have. Ex: Frustrated or mad. (Make it clear that everyone has *hard-to-have feelings*. These feelings feel hard or ouchy in our body but are very important.)



5. Have student as a class or in small groups, create a positive plan for what each of you will say and do should this feeling happen. Act out the plan to raise the odds everyone will remember to use this plan when emotions run high.
6. At the end of the day, share how your feeling plan worked and create feeling plan B if needed. (This is a great way to create resilient people!)



## **BONUS: FEELINGS CHART Brain Breaks**

### **I Doubt It**

Use your pinky fingers to touch one feeling you had this week and one you didn't. Have the rest of the class guess which feeling they doubt you had.

Share a story about the feeling you really did have.

### **Finger Twister**

Each student uses as many fingers as they can to touch feelings they had this week. Other students take turns pulling up one finger at a time and ask questions about this feeling. For example, if your finger was on frustrated someone could ask, "*What made you feel frustrated?*" When the timing feels right, invite classmates to share tips and tricks for what they found can help make things better in this feeling moment.

### **3 Pluses and A Wish**

Each student takes turns and shares 3 positive feelings they had this week and one wish for a feeling they want to have tomorrow.

Share ways you might be able to create this wished feeling for tomorrow.