Back to School with Kimochis®

1. Post your Kimochis feelings chart on your refrigerator, bulletin board, or child's bedroom wall.

2. Invite each family member to point to a feeling and…

- Say the feeling word
- Make the feeling face
- Make the feeling sound
- Have your child tell you what might make a kid (his or her age) have this feeling

Note: For older kids play:

- Charades an act out feelings for family members 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 day with positive feelings, choose a feeling you want to have more of today. Ex. *I want to have more SILLY*.

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

2. Think of 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 you don't want to have today. 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. 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.

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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 IDEAS

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 family guess which feeling they doubt you had.

Share a story about the feeling you really did have.

Finger Twister
Each family member uses as many fingers as they can to touch feelings you had this week. Other family members 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?"*

3 Pluses and A Wish
Each family member 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.

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SOUTHEAST DISTRICT
PROFESSIONAL LEARNING LESSON PLANNING FORM

DIRECTIONS: In order to provide a high quality Professional Learning program, complete the information below on the Professional Learning you are proposing. Answer each standard completely.

DATE OF PROFESSIONAL LEARNING: **LOCATION:**
PRESENTER:

TOPIC:

PROFESSIONAL LEARNING MEASURABLE OBJECTIVES:

	PROCEDURES AND CONTENT	**DESCRIPTION**
1.	What is the data that indicates this is a needs based Professional Learning? *For example: 3-minute walk-through documentation; collaboration meeting notes; assessment information; etc.*	
2.	How is the Professional Learning aligned to district initiatives and/or the Continuous School Improvement Plan? *For example: Math Instructional Components; RTI, etc.*	
3.	Who or what is expected to change as a result of this Professional Learning? *For example: Classroom practices; classroom set-up; flexible grouping; teachers; students; etc.*	
	A. How will this change be measured? *For example: Collaboration discussions; 3-minute walk through; formative assessments; etc.*	
4.	What resources and materials will be needed to conduct this professional learning? For example: Research, handouts, materials, etc.	
5.	Is District ISS support required? If yes, identify who and what support is needed. For example: ISS support needed to provide a breakout session; provide materials; assist with planning, etc.	

PROCESS		**DESCRIPTION**
A high quality Professional Learning activity must be provide time for hands on application during the Professional Learning. Please explain the instructional design to be implemented during the proposed Professional Development Activity described above.		
Differentiation	How does the Professional Learning consider the needs of all learners? *For example: Differentiation and best practices for Adult Learners.*	

SOUTHEAST DISTRICT
PROFESSIONAL LEARNING LESSON PLANNING FORM

Opening	What entrance task will you use to grab the learner's attention and/or assess prior knowledge? *The entrance task should engage your learners and provide an opportunity for reflection.* (Indicate time needed for this task)	
Work Session	Direct Instruction- be specific with details (Time Needed) *For example: Introduction to activity; PowerPoint materials; Research document to review; etc.*	
	Guided Practice - be specific with details (Time Needed) *For example: Activity being conducted with facilitator guiding participants*	
	A. What activities and strategies will you use to ensure participant engagement?	
	B. How will you incorporate "Checks for Understanding" to introduce and readjust the learning if needed?	
	C. How will you ensure this learning segment provides learners opportunities for reflection?	
	Independent Practice-be specific with details (Time Needed) *For example: Activity being conducted with participants practicing skill development.*	
	A. Does the Professional Learning allow for multiple opportunities for movement?	
Closing	Closing: How will you summarize the day's learning and link it back to the objectives? (Time Needed) *Closing activity example: small or large group activity; ending of lesson; coherent picture; reinforcement of major points.*	
Evaluation	What Professional Learning evaluation tool will be used?	
	Who will collect, analyze, and interpret the results of the evaluation tool from the Professional Learning?	
	How will the presenter ensure that follow up actions have occurred to support successful implementation of the Professional Learning?	

Kimochis® Summertime *Feelings*

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Kimochis
toys with feelings inside

HAPPY

SAD

MAD

BRAVE

EMBARRASSED

FRIENDLY

SORRY

DISAPPOINTED

FRUSTRATED

SILLY

HOPEFUL

LEFT OUT

EXCITED

JEALOUS

CURIOUS

CRANKY

SENSITIVE

PROUD

INSECURE

GRATEFUL

LOVED

GUILTY

UNCOMFORTABLE

SHY

HURT

SURPRISED

SCARED

KIND

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