



# Grade Level Guide: 1<sup>st</sup> Grade

**Includes Scope and Sequence  
(22 Weekly Lessons & Homelinks), SOS Tools and MORE!**



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# WELCOME!

We are **EXCITED** that you have joined the world of Kimochis®!

Kimochis® helps to promote emotional intelligence and wellbeing by fostering the following five core social and emotional competencies, outlined by the Collaborative for Academic and Social and Emotional Learning (CASEL), and create emotionally strong and resilient kids.

1. Self-Awareness (*I am aware of what I am feeling.*)
2. Self-Management (*I have helpful communication tools to manage BIG feelings with care and kindness.*)
3. Social Awareness (*I am aware of what others are feeling.*)
4. Relationship Skills (*I show I care what others feel and use tools to stay connected and kind.*)
5. Responsible Decision Making (*I have tools to help me make choices that are kind and caring to me and others.*)

Kimochis® Lessons are a fun, fast, and effective way to bring social-emotional learning and character education into your classrooms, school community, and into your families' homes. Kimochis® will help you create an optimistic, caring environment in which students feel connected, included, and valued—a place where significant learning can occur, and everyone can know they matter and count.

Kimochis® is not a one size fits all program because our Curriculum is rich with tools and provides a multimodality approach to address a variety of social emotional concerns.

This guide will provide you with the scope and sequence and Homelinks, so you can provide direct instruction of 22 weeks of SEL lessons that can be used as part of your school/organization's Positive Behavioral Intervention and Supports (PBIS).

We also provide you with our Kimochis® SOS Tools for Grades 1-5 because when you have students with BIG feelings you want to find the best tool to make things better in the quickest way possible.

We know that there are many effective social and emotional programs on the market, and many teachers have invented ways of reaching kids without purchasing a thing. However, we are **HOPEFUL** that with the addition of your Kimochis® SEL Curriculum, you will feel a natural extension of your current methods and another effective way for you to reach out to your students' hearts and minds all day long.

All our best feelings,

**Team Kimochis**



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First Grade

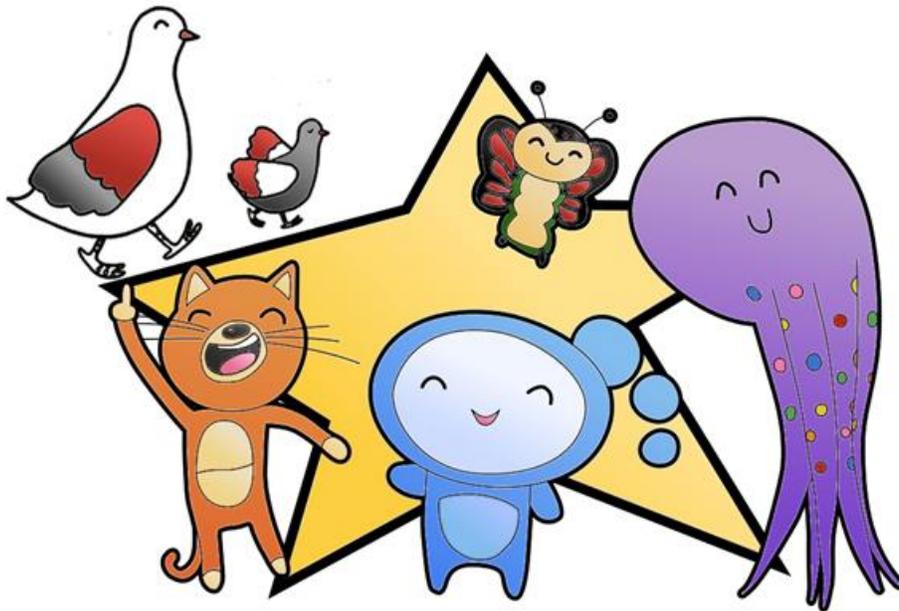


## SOS Tools for Grades 1-5 (Elementary)

When behavioral problems arise, and you need to veer off the Road Map you will be ready with our helpful SOS Tools for challenging behaviors.

This tool is a quick and effective way for you to see what character, lesson and tool works best to replace challenging behavior with a new positive communication tool because *feelings fuel behavior*, and all behaviors are communication.

Then, when you are ready, get back on the Road Map.



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## First Grade

### SOS Tools for Cloud

Please see your Kimochis® Feel Guide: Elementary Edition for the pages referenced below.

Character	Feelings SEL Tools	Story	Personality
CLOUD 	Happy, Mad, Sad  Self-Regulation	<ul style="list-style-type: none"> <li>• Lives in the sky</li> <li>• Favorite number: 9</li> <li>• Favorite color: gray</li> <li>• Loves butterscotch pudding and tea</li> </ul>	<ul style="list-style-type: none"> <li>• Unpredictable; happy one day, then mad or sad</li> <li>• Can be moody</li> <li>• Working on controlling his emotions</li> </ul>
<p><b>SOS Tools:</b></p> <p><b>Manage Moods and Anger:</b> Cool Down Mad Feelings (Pg. 142); Warn People How You Feel (Pg. 142); Sending an “I Mean It” Message (Pg. 143)</p> <p><b>Yelling:</b> Key #2 Talking vs. Fighting Voice (Pg. 30); Tell Don’t Yell (Pg. 142)</p> <p><b>Grabbing:</b> The Talking Hand (Pg. 34)</p> <p><b>Pushing:</b> Stop Hands (Pg. 35)</p> <p><b>Hurting Words:</b> Helping vs. Fighting Words (Pg. 143)</p> <p><b>Responding to Hurtful Words:</b> Choosing Compassion and Kindness (Pg. 146)</p> <p><b>Teasing:</b> Don’t Tease Me (Pg. 137)</p> <p><b>Redo Hurtful Moments:</b> Catch it, Own it, and Redo it (Pg. 144)</p> <p><b>Gloomy:</b> Happy Habit (Pg. 127)</p> <p><b>Helpful Kotowaza:</b> <b>Mad:</b> It’s Okay to be Mad, But It’s Not Okay to be Mean (Pg. 140)</p>			

### SOS Tools for Bug

*Please see your Kimochis® Feel Guide: Elementary Edition for the pages referenced below.*

Character	Feelings SEL Tools	Story	Personality
BUG  	Brave, Left Out  Self-Talk	<ul style="list-style-type: none"> <li>• Lives in a manzanita tree</li> <li>• Favorite number: 2</li> <li>• Favorite color: magenta</li> <li>• Loves honey</li> <li>• Plays the mandolin</li> </ul>	<ul style="list-style-type: none"> <li>• Smart &amp; very thoughtful</li> <li>• Cautious &amp; a little scared to try new things, but he dreams of flying</li> <li>• Afraid of change</li> <li>• Shy &amp; can get left out</li> </ul>
<p><b>SOS Tools:</b></p> <p><b>Shyness, positive self-talk and getting included:</b> Talk About It (Pg. 167); Still Friends (Pg. 168); Looking to Include You (Pg. 170)</p> <p><b>Fear of Trying New Things:</b> Brave Talk (Pg. 157)</p> <p><b>Managing Fears:</b> It's Okay to be Afraid (Pg. 150); So, I'm Afraid (Pg. 150)</p> <p><b>Apologizing and Forgiving:</b> Say Sorry (Pgs. 153-154)</p> <p><b>Honesty:</b> Coming Clean (Pg. 152); Oops That Was a Lie (Pg. 153)</p> <p><b>Helpful Kotowazas:</b> <b>Left Out:</b> It's Always More Fun When We Make Room for Everyone (Pg. 160)</p> <p style="padding-left: 40px;"><b>Brave:</b> Be Brave Enough to Stand Up and Speak or Brave Enough to Sit Down and Listen (Pg. 148)</p>			

### SOS Tools for Huggtopus

*Please see your Kimochis<sup>®</sup> Feel Guide: Elementary Edition for the pages referenced below.*

Character	Feelings SEL Tools	Story	Personality
HUGGTOPUS  	Silly, Frustrated  Attention and Focus	<ul style="list-style-type: none"> <li>• Lives in a swimming hole</li> <li>• Favorite number: 8</li> <li>• Favorite color: pink</li> <li>• Special treat is bubblegum!</li> <li>• Plays the xylophone</li> </ul>	<ul style="list-style-type: none"> <li>• Silly, excited, sometimes, out of control</li> <li>• Gets too close to friends</li> <li>• Not aware of others' needs</li> <li>• Can make anyone feel better</li> </ul>
<p><b>SOS Tools:</b></p> <p><b>Cutting in Line:</b> Communication Tap (Pg. 29); Practicing Predictable Situations (Pg. 29)</p> <p><b>Interrupting and Distracting:</b> Too Distracting (Pg. 94)</p> <p><b>Personal Space Boundary:</b> Oops, You're Too Close (Pg. 178)</p> <p><b>Own feelings:</b> Name It (Pg. 186)</p> <p><b>Impulse Control and Attention:</b> Musical Kimochis (Pg. 176); Bring Yourself Back (Pg. 177); Red Light and Green Light Friends (Pg. 177)</p> <p><b>Quitting:</b> Practicing perseverance (Pg. 188)</p> <p><b>Helpful Kotowazas:</b> <b>Silly:</b> For Silly to be Fun, It Has to be Fun for Everyone (Pg. 174)</p>			

### SOS Tools for Cat

*Please see your Kimochis<sup>®</sup> Feel Guide: Elementary Edition for the pages referenced below.*

Character	Feelings SEL Tools	Story	Personality
CAT 	Curious, Cranky  Redo Hurtful Moments	<ul style="list-style-type: none"> <li>• Lives in a cherry blossom tree</li> <li>• Favorite number: 10</li> <li>• Favorite color: purple</li> <li>• Loves warm milk &amp; almond cookies</li> </ul>	<ul style="list-style-type: none"> <li>• Is a strong leader, but can be too bossy</li> <li>• Can get cranky &amp; take it out on her friends</li> <li>• Is practicing how to redo her mistakes</li> </ul>
<p><b>SOS Tools:</b></p> <p><b>Bossy Talk:</b> Oops, That Came out Wrong (Pg. 205)</p> <p><b>Taking it Out on Others When Upset:</b> Don't take it out on me (Pg. 206)</p> <p><b>Asking to be Alone:</b> Leave Me Alone (Pg. 204)</p> <p><b>Resisting Pressure to Exclude:</b> No Matter What You Say or Do, I Include (Pg. 164)</p> <p><b>Responding to Mean Looks:</b> Mean Looks (Pg. 34)</p> <p><b>Helpful Kotowaza:</b> <b>Curious:</b> Follow Your Curiosity When it is Safe and Kind (Pg. 194)</p>			

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### SOS Tools for Lovey Dove

Please see your Kimochis® Feel Guide: Elementary Edition for the pages referenced below.

Character	Feelings SEL Tools	Story	Personality
<p>LOVEY DOVE</p> 	<p>Proud, Kind</p> <p>Compassion and Empathy</p>	<ul style="list-style-type: none"> <li>• Adopted her baby, Turtle Dove</li> <li>• Lives in a Japanese maple tree</li> <li>• Favorite number: 11</li> <li>• Favorite color: yellow</li> <li>• Loves carrots, raisins</li> <li>• Loves to sing</li> </ul>	<ul style="list-style-type: none"> <li>• Sweet and loving</li> <li>• Proud of her friends</li> <li>• Hopeful that everyone will get along, anxious when they don't</li> <li>• Sends friendly signals</li> <li>• Acts and speaks in kind ways</li> </ul>
<p><b>SOS Tools:</b></p> <p><b>Friendly Climate:</b> Refer to the Scope and Sequence Week #1</p> <p><b>Staying Humble and Proud:</b> Be Careful Not to Brag (Pg. 220); Happy for you, Happy for me (Pg. 221); Proud Talk (Pg. 223)</p> <p><b>Optimistic and Hopeful Thoughts:</b> Choose Hope (Pg. 213); Hope Helps Frustration (Pg. 214)</p> <p><b>Helpful Kotowazas:</b> <b>Hopeful:</b> A hopeful Heart Makes Many Things Possible (Pg. 210)</p> <p><b>Proud:</b> PROUD OF YOU - I am Happy for You and Happy for Me (Pg. 218)</p>			

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### 1st Grade Road Map

Scope and Sequence Page(s)	Topics	Feel Guide Page(s)
14-17	Integrating Social Emotional Learning In Your Classroom All Day Long	7-10; 67-71; 119-121
18	Social-Emotional Development Milestones for the Grade	n/a
20-22	<b>Week 1: Bug Teaches Us About Names</b> <b>FOCUS:</b> We would like everyone on our school campus to know that they are recognized by name and that their presence is important.	16-17
23-24	<b>Week 2: Lovey Dove Teaches Us How Friendly Signals Create Friendly Places</b> <b>FOCUS:</b> Using friendly signals is both cultural and personal but at our school we are practicing sending friendly signals, so EVERYONE feels they matter and count.	22-23
25-26	<b>Week 3: Hugtopus Helps Us With Partners</b> <b>FOCUS:</b> Learning to work with all classmates takes kindness, patience, and respect.	18-19; 162
27-28	<b>Week 4: Cloud Likes To Include Everyone</b> <b>FOCUS:</b> A school where students seek to include everyone in play and conversation is a happy and emotionally safe place to be.	14-15; 74
29-30	<b>Week 5: Cat Helps Us Understand How We Are The Same And Different</b> <b>FOCUS:</b> Make a point of sharing how you feel unique or different, and how you have embraced this as something special.	20-21
<b>OPTIONAL PAUSE</b>	<b>Integrate Kimochis® into your writing this week.</b> Provide prompts such as, “Who is your favorite character?”, “Which character(s) are you most like?” Make a Kimochis corner to display the characters in your classroom.	n/a
31	<b>Week 6: Key 1 Call Name, Wait For Eye Contact, Give A Communication Tap Before You Speak.</b> <b>FOCUS:</b> Everyone will look first to see if someone is busy before talking and remember to start conversations by calling the person’s name, waiting for eye contact and using the Communication Tap, if needed.	28-30
32-33	<b>Week 7: Key 2 Use a Talking Voice Instead of a Fighting Voice</b> <b>FOCUS:</b> When we feel upset and are able to use a Talking Voice, we raise the odds that others will want to understand our feelings and	30

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	resolve conflicts.	
34	<b>Week 8: Key 3 Use A Talking Face And Body Instead Of A Fighting Face And Body (Facial Expressions And Body Language)</b> <b>FOCUS:</b> Students who can “read” and use appropriate facial expressions and body language are more likely to resolve social-emotional problems and maintain healthy relationships.	32; 143
35	<b>Week 9: Key 3 Use A Talking Face And Body Instead Of A Fighting Face And Body (Talking Hands and Stop Hands)</b> <b>FOCUS:</b> Students can use nonviolent, nonverbal communication tools, such as the Talking Hand and Stop Hands to resolve upset feelings and conflict in the heat of an emotional moment.	34-35
36	<b>Week 10: Key 4 Choose Helping Words Instead Of Hurtful Words</b> <b>FOCUS:</b> When students use helpful words and avoid hurtful words, they can resolve social-emotional conflicts in peaceful ways.	36-37
37	<b>Week 11: Key 5 Be Brave and Redo Hurtful Moments</b> <b>FOCUS:</b> Redo (start again and do hurtful moments over) when you can see and hear that the way you spoke was hurtful.	38; 86
38	<b>Week 12: Review the Kimochis Keys to Communication</b> <b>FOCUS:</b> Students who use the Keys can be counted on to handle challenging social-emotional situations with character.	n/a
39	<b>Week 13: Left Out Feeling: Getting Included In Play</b> <b>FOCUS:</b> When students make room for everyone an inclusive and friendly school climate is created.	88-90
40	<b>Week 14: Left Out Feeling: Including Others</b> <b>FOCUS:</b> Students who seek to include all, not just close friends, help to create a school community where children can have a strong sense of belonging.	170
41	<b>Week 15: Mad Feeling: Cooling Down</b> <b>FOCUS:</b> When students know that it is okay to be mad, but it is never okay to be mean with your tone of voice, face, or body language, a climate of calmness and respect will be created.	140-142; 145
42	<b>Week 16: Mad Feeling: Big Mean Things That Aren’t True</b> <b>FOCUS:</b> When we feel mad sometimes, we can say hurtful things that aren’t really true.	146
43	<b>Week 17: Brave Feeling: Trying New Things</b> <b>FOCUS:</b> Students who are brave and willing to try new things (even if they are hard or scary) tend to be more successful in school and in life.	86; 148-149

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44	<b>Week 18: Brave Feeling: Saying Sorry</b> <b>FOCUS:</b> Being brave is also about learning from your mistakes and apologizing when you hurt others' feelings.	153-154
45	<b>Week 19: Brave Feeling: Forgiving Others</b> <b>FOCUS:</b> It is kind and helpful to forgive and allow others to have a redo to make things better.	155
46	<b>Week 20: Silly Feeling: For Silly To Be Fun, It Has To Be Fun For Everyone</b> <b>FOCUS:</b> We look for the clues that fun or silliness has gone too far and that everyone is not enjoying it	175-176
47	<b>Week 21: Silly Feeling: Know When To Be Silly And When To Be Serious</b> <b>FOCUS:</b> At school and at home, there are times to be silly and times to be serious.	94-95
48	<b>Week 22: Proud Feeling: I Am Happy For You And Happy For Me</b> <b>FOCUS:</b> When students have the ability to share pride without bragging, everyone feels encouraged to do their best, rather than having to be the best.	218-219; 223
<p style="text-align: center;"><b>Next Steps for Weeks 23-28</b></p> <p style="text-align: center;">You can choose to review/revisit past lessons or use the SOS Tools for Elementary to support unexpected behaviors. You can also check out the <i>More Feelings Lessons</i> section starting on page 227 of the Feel Guide.</p> <p style="text-align: center;">Don't miss our Fun, Fast, and Effective Resources for Using Kimochis Throughout the Day below on our portal.</p>		

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# Launching Kimochis: Integrating Social-Emotional Learning All Day Long

## Getting Started

1. The purpose of Week 1 is to set the tone for a positive school climate in the first week of school. If you start later in the year; you may not need to do the Names activities. However, many teachers are surprised to discover half-way through the school year that their students do not actually know their classmates by name!
2. Classrooms that schedule one 25-30 minute a week or two 10-15-minute lessons twice a week may have more skill retention. Do whatever works best for you, your schedule, and your students.
3. Keep the lessons at a consistent and regular time so students know when to expect a Kimochis<sup>®</sup> lesson (otherwise they may ask you repeatedly when they will have another Kimochis<sup>®</sup> lesson!).
4. We suggest teaching lessons on mid-weekdays (Tuesday, Wednesday, or Thursday). Avoid Mondays as these are frequently holidays throughout the school year and the Kimochis<sup>®</sup> lessons will be missed.
5. A strategic time to implement the Kimochis<sup>®</sup> lessons is right before recess. This will provide your students immediate practice and review of the Kimochis<sup>®</sup> skills as they go out to the playground.
6. Consider establishing a routine of a Kimochis<sup>®</sup> Circle after recess, especially in the beginning of the year, to troubleshoot challenges with peer relationships. The Circle may be used throughout the year as needed and the students will even start to ask for a Circle to work out a challenge.
7. As you teach new social skills each week consider when are the best times to coach your class throughout the week to use these skills. For example, before you transition your class into group work review the Kimochis Kind Partner Rules.

## Implementing Lessons

1. Print this **Grade Level Guide** that you are reading as it will give you the step-by-step method (Scope and Sequence) for using the Kimochis Feel Guide (curriculum manual) for your class.
2. Read the Road Map. This will quickly give you the BIG picture of what you will be teaching each week. Notice there are page numbers in the left column. These refer to the page number you will find this week's lesson in your Scope and Sequence. Likewise, the far-right column tells you what page(s) you can find the activity in the Kimochis Feel Guide.
3. Next, review or scan your grade level Scope and Sequence for more detail for each week of Kimochis lessons. Again, you are given page numbers within the Scope and Sequence that leads you to the activity in the Kimochis Feel Guide for that concept. For example: Introduce Lovey Dove and her Feelings (Pages 22-23). You would find this in the BIG curriculum.
4. When there is a notation that says (New!) that indicates that the activity is not in the *Feel Guide*. The steps to complete this activity are provided in this lesson sequence.
5. You are encouraged to follow this lesson sequence. We have found these lessons to be effective but remember this is not a cookie-cutter program. We encourage you to explore the other lessons included in the *Feel Guide*. As you get comfortable with the lesson pattern, consider adding to your program!

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6. At some point during the year, you may see behavioral issues that interfere with learning and positive social interactions. The Behaviors at a Glance section on pages 280-285 is an index of activities that can help address specific behaviors.
7. You can also use a Kimochis® Circle to address specific behavioral issues (See Setting up a Kimochis® Circle below for more information).

### Engagement Strategies

1. Use name sticks (all students' names written on popsicle sticks or cards) for turn-taking. Students view this as "fair" and it will help to increase participation for all students. Allow students to pass if a name stick is pulled and the student doesn't want a turn.
2. Assign students a Kimochis rug partner. When you pose a question, you can request they think, turn and tell their partner their ideas.

### Coaching the Kimochis Tools After The Lesson is Taught

Each week your class will learn tools to communicate and express themselves safely and with kindness. Teaching the lesson and coaching the tools taught are equally important. Throughout the week when you anticipate where your students will struggle socially coach them with a Kimochis tool to reinforce the expectation. For example, if students are about to work with their partners reviewing the Kimochis Kind Partner Rules will help them meet the expectation.

### Setting up the Kimochis Lessons

1. Sitting on the floor in a circle is ideal for first graders. This will make passing the characters and feelings around the circle easier and will encourage all students to participate.
2. Please reference your Week Lesson in advance in order to organize the Kimochis® characters and Feelings before starting the lesson. Sometimes it's hard to find the right Feeling at the right time!
3. Please encourage all students and adults in the classroom to join the lesson by sitting in the circle.

### Promoting Collaboration

1. If you are a classroom teacher, consider collaborating with the school speech-language pathologist, counselor or social worker. You will each bring a unique and specialized level of knowledge to the lessons.
2. Consider how to co-teach the Kimochis® lessons and foster carryover to a variety of social situations throughout the school day.

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### Create A Kimochis Classroom

#### **Making a Kimochis Corner**

(Page 47 of *Feel Guide*)

1. Many teachers have made a place for the Kimochis® characters and feelings to “live” in the classroom. A Kimochis® Corner does not need to be elaborate or fancy. One teacher and class decided the characters would live on a countertop. Another classroom placed them in a corner of the room with soft rug and pillows. See page 48 for more ideas.
2. The Kimochis® Corner can be used in different ways. It can be used as a safe place for children to go when feeling upset. The Kimochis® Corner is never used as a time-out. It is a place to take a “time-away” to promote relaxation, self-regulation and reflection.
3. Creating a Kimochis® Corner is a fun activity to do collaboratively with your students. One teacher and her students decided to have Kimochis® Corner Monitors as a weekly rotated job for her students. The job was to tidy up the Kimochis® Corner and bring the Kimochis® characters and Feelings to a lesson when needed.

#### **Taking Kimochis Photographs**

(Page 48 of *Feel Guide*)

First graders love seeing themselves in photos with the Kimochis® characters!

#### **Class Communicator**

(Page 47 of *Feel Guide*)

1. The Classroom Communicator is a fun and meaningful job to add to your classroom job list.
2. Suggestions for this job are listed on page 47 and you (and your students) may think of other job responsibilities.

#### **Using a Kimochis Bowl of Feelings**

(Pages 52–53 of *Feel Guide*)

Educators have found that a Bowl of Feelings gets used frequently by the adults and students in the classroom! There are many ways to use a Bowl of Feelings (pages 52-53). These strategies will help to increase your students’ social-emotional understanding and capabilities.

1. Use the Bowl of Feelings activities for Kimochis® Circles.
2. Keep the Bowl of Feelings in a special place in the classroom.
3. When a student is experiencing a hard to have moment ask them to pick out the feeling(s) they are having and use those as a conversation started to help them problem solve.

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### Setting up a Kimochis Circle

1. A Kimochis® Circle is different than teaching the lessons (even though many are taught sitting in circle!). A Kimochis® Circle is used to share positive emotional stories and resolve conflicts away from the emotion. For example, have students share stories of times they were brave, happy, loved, or proud. Or, if there is a particular issue your class is struggling with, use a Kimochis® Circle to model through role-playing how to use the Kimochis® Keys to help. Have the students imitate your positive model.
2. Here are a few norms to follow:
  - a. One person speaks at a time (Students hold a Kimochis® Feeling or character when it is their turn to speak).
    - i. Students can “pass” if they do not want to speak.
    - ii. Coach students to say “someone,” instead of using a name.
    - iii. Talk about what happened. “You can be mad, but you cannot be mean.” (No put downs!)
3. You are the facilitator.
  - a. Each time review the circle norms listed above.
  - b. Name the topic (bullying, excluding, fair play at recess, etc.) or ask for student input. Decide how much time to spend on a topic and get a sense of when problem-solving has occurred
  - c. Address problems the day they arise, even for 10-15 minutes. This may lead to a quick resolution. By tackling social-emotional problems in the moment, academic learning time is increased.
4. Once a week, the principal, assistant principal, secretary, custodian, yard duty staff, librarian might help to lead a Kimochis® Circle. Select a feeling for students to share stories. For example, “Someone tell me a story about kindness. Someone tells me a story about how you made yourself or someone feel better when feeling sad.”

### Kimochis Educator’s Portal

The Kimochis® Educator’s Portal is where you can access training videos for each lesson and other useful downloadable materials such as coloring sheets, student handouts to check for understanding, IEP goals, standards alignments and an array of Kimochis images to decorate your classroom and school. Sign up for the Kimochis newsletter, so you get a monthly update from Team Kimochis of more helpful ways to help kids with BIG feelings.

### Fostering Home-School Connections

1. Our Kimochis® Homelinks provide you with activities you can send home to reinforce each lesson.
2. At Back-to-School Night, it might be helpful to provide families with information about how a first grader develops social-emotional skills (see the next page).
3. Reassure parents that most students will both hurt others and have their feelings hurt over the school year. Remind them that students grow and learn from both emotional experiences.
4. Tell parents about the Kimochis® program by sending home the Introduction Letter that outlines how you will be providing your students the communication tools needed to navigate the highs and lows of first grade. It can be helpful for parents to hear that it is common for students at this age to have social challenges, such as wanting to be the “best” and “first” and having boundless energy.



## Social-Emotional Development Milestones

### How Children Grow

Below are some general developmental milestones that can help you to understand the social and emotional progress a first grader will make over the school year. Keep in mind that every child is different and may not fit perfectly into this framework.

#### **Where they are:**

The average first grader is extremely egocentric and wants to be the center of attention.

They:

- Want to be the “best” and “first”
- Have boundless energy
- May be oppositional, silly, brash, and critical
- Cry easily
- Show a variety of tension-releasing behavior
- Are attached to the teacher
- Have difficulty being flexible
- Often consider fantasy to be real

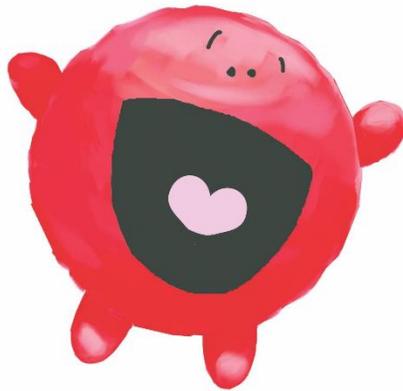
#### **Where they are going:**

First graders are learning to understand themselves.

Encourage first graders as they:

- Develop a positive, realistic self-concept
- Learn to respect themselves
- Begin to understand their own uniqueness
- Gain awareness of their feelings
- Learn to express feelings
- Learn how to participate in groups
- Begin to learn from their mistakes

**Weekly Lessons**



**EXCITED**

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### WEEK 1: Bug Teaches Us About Names

**Note:** This lesson is designed to be implemented in the first week of school to set a positive school climate. This lesson may be too much to complete in one session. You might consider doing the Introduction to the Kimochis® lesson on a separate day. The name games are fun to play right before or after a transition.

**The Kimochis® Way:** A friendly school where everyone uses names is a welcoming place to learn. Hearing your name gives you a feeling of belonging and self-worth. Kimochis® Teachers and Kids set the tone of the year by welcoming everyone at school, not just their friends.

**Kimochis® Vocabulary:** Bug, Welcome, Happy, Shy, Brave

**Kimochis® Lesson Objectives:** Students will be able to:

1. Explain why the Kimochis® will be in their class this year
2. Identify Bug and recall some of his characteristics
3. Recognize the feelings of happy, shy and brave
4. Use the names of some classmates

#### Wear Nametags

1. All students wear nametags the first few weeks of school (consider clip-on tags for safety and reuse). Learning names builds connections and promotes friendly feelings.
2. Put a nametag on yourself and Bug!
3. Encourage parents and other volunteers to wear nametags also as even grown-ups want to be known by name and feel welcome.

#### Introduction to Kimochis® Feelings (New!)

*Materials: Mad, Sad, Scared, Shy, Happy, Brave, Kind, Excited, Silly, Frustrated, Curious Feelings in the bag*

1. Seat students in circle and hold the bag of feelings. Say, “I have Kimochis® in this bag. Kimochi is a Japanese word. Kimochi is the Japanese word for feelings. Say Kimochi (Key-MO-chi). You just spoke Japanese!” Ask if students know any other Japanese words. Students will naturally want to share other words from different languages—encourage this.
2. Place the feelings from the bag on the floor in the middle of the circle, word side up.
3. Students take turns naming a feeling they see. Then ask everyone to make a facial expression, body language and sound to express this feeling. Share what might make them have this feeling.
4. Place all feelings back in the center. Ask a student to find a positive feeling (Happy, Brave, Excited, Curious, Silly) that they might feel about the upcoming school year (“I am excited about our new play structure.”)
5. Explain that all students will have lots of positive or happy feelings with one another. But sometimes, they will also they feel upset with each other.
6. Ask if a student would be willing to find a negative feeling they can predict might occur when working and playing with classmates. Have students share this feeling and their prediction. “I can predict we will get frustrated if someone does not play games fairly at recess.”

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7. Tell students that this year we will be having Kimochis Lessons and Circles to teach communication skills that help us get along with each other in kind ways. Remind students that all feelings are okay, but it is never okay to be unkind when you feel (hold up a few upset feelings such as sad, mad, frustrated, disappointed, and jealous).
8. Relate your Kimochis® Communication Lessons to a Character Education program your school has already implemented. The WAY we communicate our feelings shows that we have character. You might say, *“We are learning to have character by being respectful, responsible and compassionate when we have or see upset feelings.”*

### Introduce Kimochis® Bug and His Feelings (pages 16-17)

Materials: Bug, Brave, Left Out, Shy Feelings

1. Read Bug’s story on page 16.
2. Tuck the Brave Feeling in Bug’s pouch. Pull a name stick. That student comes up and takes the Feeling out of Bug’s pouch. Share situations that can create brave feelings. For example, *“I feel brave when I try to learn a new game.”* Make a brave facial expression, body and sound. Ask the student holding the Brave Feeling, *“What makes you feel brave? Show us with your brave face and body.”* Ask the other students to make a brave face and body language. Say, *“Look around at your classmates’ brave faces and bodies.”*
3. Tuck the Left Out Feeling in Bug’s pouch. Pull a name stick. That student comes up and takes the Feeling out of Bug’s pouch. Share situations that can create left out feelings. For example, *“I feel left out when everyone is playing without me.”* Ask the student holding the Left Out Feeling, *“What makes you feel left out?”* Make a left out facial expression, body and sound. Ask students to imitate you and look around at their classmates’ left out body language. Ask them, *“What is something you can say or do if you feel left out that could make you feel better?”*
4. Remind students that all feelings are okay. Bug will help us learn what to do with our left out and shy feelings (Show Left Out and Shy Feelings). Bug will help us learn communication skills that help us get along with friends and at school.
5. Pass Bug around the circle.

### Name Games (You might play a different one on different days of the week.)

1. Kimochis® Feeling Name Game
  - Show the Kind and Friendly Feelings. Explain that we will learn about feelings this year. Pass Friendly Feeling around the room and explain that it is friendly to make eye contact, say “Hi” and the classmate’s name. Pass Friendly around the room to give each student practice.
2. Echo Name Game
  - Start by saying, “My name is Ms. Smith and I like cheese.” Students echo this, “Your name is Ms. Smith and you like cheese.”
  - Student to the left (or right) of you does the same, “My name is Matt and I like soccer.” Students echo by saying, “Your name is Matt and you like soccer.”
  - Continue until all students have had a chance to say their name and their favorite thing.
3. Rhyming Name Game
  - Hold up Bug. Make up silly rhyming words using Bug’s name (Bug – Hug). Then use your name (Mrs. Strong – long). Then use the student names. Use photos or name cards of students. Make up silly rhyming words using student names. For example, Ellen - melon, felon; Sue - chew, shoe.
4. Invite your principal or other adults in the school to join you in a name game. This is a powerful way and easy way to create an inclusive and welcoming school community.

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5. Invite other first grade classes to come to your room to play name games.

### Optional Extension Activities

#### Artistic Expression:

- Students can draw pictures of Bug, his number and favorite color.
- Make a poster of Bug with his picture and favorite things.
- Students make a Name Chain to hang in the classroom – each child writes his/her name on a strip of paper. Then make a linked paper chain with the strips and hang up in the classroom!

#### Literary Response and Analysis:

- Read *The Name Jar* by Yangsook Choi A story about how each child has the right to their given names and that they have a right to expect people to learn how to pronounce them.
- Read *Chrysanthemum* by Kevin Henkes Teaches children about accepting things about yourself that are different than "normal."

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### WEEK 2: Lovey Dove Teaches Us How Friendly Signals Create Friendly Places!

**The Kimochis® Way:** When all students understand and use friendly habits, shy students gain tools to participate academically and socially. Kimochis® Kids are friendly and kind to everyone at school, not just their friends.

**Kimochis® Vocabulary:** Lovey Dove, Proud, Kind Feelings, Friendly Signals

**Kimochis® Lesson Objectives:** Students will be able to:

1. Identify Lovey Dove and recall some of her characteristics
2. Recognize the Proud and Kind Feelings
3. Identify, imitate and use several different *Friendly Signals* with peers and adults

**Nametag Reminder:** You may want to put a nametag on Lovey Dove and Turtle Dove!

#### Introduce Lovey Dove and her Feelings (pages 22-23)

*Materials: Lovey Dove tucked with Kind, Proud Feelings*

1. Read Lovey's story on page 23. Be sure to show Lovey's adopted baby, Turtle Dove, under her wing.
2. Tuck the Kind Feeling in Lovey's pouch. Pull a name stick. That student comes up and takes the Feeling out of Lovey's pouch. Share situations that create kind feelings. For example, "I feel kind when I help others." Make a kind facial expression, body and sound. Ask the student holding the Kind Feeling, "What makes you feel kind? Show us with your face and body how you feel." Ask students to make a kind face and body. Say, "Look around at your classmates' faces and bodies."
3. Tuck the Proud Feeling in Bug's pouch. Pull a name stick. That student comes up and takes the Feeling out of Lovey's pouch. Share situations that can create proud feelings. For example, "I feel proud when I learned how to swim." Ask the student holding the Proud Feeling, "What makes you feel proud?" Make a proud facial expression, body and sound. Ask students to imitate you and look around at their classmates' proud faces and bodies.
4. Remind students that all feelings are okay, and Lovey will help us learn how to communicate with our kind and proud feelings.
5. Pass Lovey around the circle.

#### Friendly Lesson – Kotowaza (a Kimochis® proverb) (New!)

1. *Friendly faces create friendly places.*
2. Talk about the Kotowaza and what it means to you. Give an example from your life.
3. Ask students how their life would be different if people were always friendly to them at school.
4. Ask students what they can do create a school that feels like a "friendly place."
5. Make a Kotowaza poster. Students in the classroom sign their names to make a commitment to being friendly. They can also draw pictures that show "friendliness."

#### Teach Friendly Signals (New!)

*Materials: None*

1. Model the following friendly signals one at a time. Encourage the class to repeat them.
  - Smile, Wave, Head Nod, Hello, High Five

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2. Invite students to demonstrate other friendly signals. Make this fun by being creative. Students can make up new friendly signals.
3. Tap two students in the circle and instruct them to change seats. They each use one of the friendly signals listed above. For example, “*Pass one another and give a head nod.*”
4. On the last round, students pass each other; say each other’s names, a greeting and a friendly signal.

### **Friendly Feelings are Contagious (New!)**

*Materials: Friendly Feeling, whiteboard, markers*

1. Discuss with students how being friendly is a habit that can have a positive ripple effect in the world. Talk about a ripple effect or something catching on that is positive (contagious).
2. Tell the students that this is a *no talking allowed* game.
3. Look at the student seated to your left and give them one of the friendly signals. This student passes it to the student on their left until the ripple has made it around the circle.
4. Discuss how a smile or friendly signal makes you feel like you want to be friendly back.
5. Play the *hot potato* game with the Friendly Feeling. Toss the Friendly Feeling to a student, saying his/her name paired with a friendly gesture. The point of the game is to keep the “hot potato” (Friendly Feeling) moving as fast as possible. Keep going until the students are ready to stop, get too silly or run out of friendly gestures.
6. Write these three starter sentences on your whiteboard. Model how to complete the sentence with your own ideas. Ask students to complete the sentence with their thoughts and feelings as a way to guide them to become a friendly person.
  - *I am friendly to others because I...*
  - *I can be friendly to others even when....*
  - *When people are friendly to me, it makes me feel...*

### **Optional Extension Activities**

#### **Artistic Expression:**

- Students can draw pictures of Lovey Dove and her favorite things. Don’t forget Turtle Dove!
- Students can make a poster of the Friendly Kotowaza.

**Literary Response and Analysis:** Read *Little Blue and Little Yellow* by Leo Lionni. This book shows the value of embracing difference in others.

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### WEEK 3: Huggtopus Helps Us With Partners

**The Kimochis® Way:** Anyone can be kind and respectful to a partner they like. Kimochis® Kids can be counted on to be kind and respectful to any partner.

**Kimochis® Vocabulary:** Huggtopus, Silly, Frustrated, Kind, Respectful, Partners

**Kimochis® Lesson Objectives:** Students will be able to:

1. Identify Lovey Dove, tell about her story and recognize Proud and Kind Feelings
2. Demonstrate how to greet and accept a partner in a kind and respectful way
3. Demonstrate how to initiate work with a partner

#### Kimochis® Huggtopus and Her Feelings (pages 18-19)

*Materials: Huggtopus with Silly and Frustrated Feelings tucked in pouch*

1. Read Huggtopus' story on page 19.
2. Tuck the Silly Feeling in Huggtopus' pouch. Pull a name stick. That student comes up and takes the Feeling out of pouch. Share situations that can create a silly feeling. For example, *"I feel silly when I am with my friends."* Make a silly facial expression, body, feet, hands, sound and hair! Ask the student holding the Silly Feeling, *"What makes you feel silly? Show us with your face and body how you feel. Look at all your classmates!"*
3. Tuck the Frustrated Feeling in pouch. Pull a name stick. That student comes up and takes the Feeling out of Huggtopus' pouch. Share situations that can create frustrated feelings. For example, *"I feel frustrated when I can't figure out a math problem."* Ask the student holding the Frustrated Feeling, *"What makes you feel frustrated?"* Make a frustrated facial expression, body and sound. Ask students to imitate you and look around at their classmates' frustrated faces and bodies. Ask students, *"What can you do or say to make your frustrated feelings a little smaller?"*
4. Point out that Huggtopus only has 6 legs. Say, *"She's different from other octopuses. Do the other octopuses still like her? Is it okay to be different? Huggtopus teaches us to NAME IT or say how we are different."*
5. Say, *"Watch Huggtopus."* Make Huggtopus say, *"I have 6 legs."* Say back, *"That's okay."*
6. Now name something about yourself that could make you self-conscious, *"I can't swim."* Talk to the students about being okay with who we are. If we tell others about ourselves and what might be different about us, it helps others understand and be kind.
7. Pass Huggtopus to students who want to NAME something about themselves. Often students with disabilities will feel comfortable holding Huggs and saying, *"I can't see very well"* or whatever their disability might be.
8. Tell students that Huggtopus helps us love ourselves (and others) just the way we are!
9. Pass Huggtopus around the circle.

#### Being Partnered

**Note:** Being partnered or finding a partner can be complicated and emotional. This activity will give students ways to cope with feelings of fear, excitement, disappointment, sadness, jealousy, and anger related to partnering. These activities will help to create kindness and respect in your classroom.

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### **LEFT OUT – Respectful Activity 1: We’re Partners! (page 162)**

*Materials: Popsicle sticks with students’ names, all the Kimochis® Feelings*

1. Practice these skills frequently and you will find a significant difference in your students’ comfort and respectfulness when placed with a partner.

### **Optional Extension Activities**

#### **Artistic Expression:**

- Students can draw pictures of Huggtopus, her number and favorite color.
- Students can make a poster of the Kimochis® Kind Partner Rules to hang in the classroom.

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### WEEK 4: Cloud Likes To Include Everyone

**The Kimochis® Way:** A school where students feel okay with all their feelings is a conducive and encouraging place to learn. A school where students try hard to include everyone in play is a happy place to be. Kimochis Kids include all kids in their play.

**Kimochis® Vocabulary:** Cloud, Mad, Sad, Happy, Include

**Kimochis® Lesson Objectives:** Students will be able to:

1. Identify Cloud, tell about his story and recognize feelings of mad, sad and happy
2. Use scripts to include everyone in play

#### Introduce Cloud (page 14-15)

*Materials: Cloud tucked with Mad, Sad Feelings*

1. Read Cloud's story on page 14.
2. Tuck the Happy Feeling in Cloud's pouch. Turn his face to Happy. Pull a name stick. That student comes up and takes the Feeling out of Cloud's pouch. Share situations that can create a happy feeling. For example, "I feel happy when everyone gets along." Make a happy facial expression, body, feet, hands and sound. Ask the student holding the Happy Feeling, "What makes you feel happy? Show us with your facial expression and body how you feel. Look at all your classmates!"
3. Tuck the Mad Feeling in Cloud's pouch. Turn his head to Mad. Pull a name stick. That student comes up and takes the Feeling out of Cloud's pouch. Share situations that can create mad feelings. For example, "I feel mad when someone cuts in line." Ask the student holding the Mad Feeling, "What makes you feel mad?" Make a mad facial expression, body and sound. Ask students to imitate you and look around at their classmates' mad body language. Ask students, "What can you do or say to make your mad feelings a little smaller?" Give an example, "When I feel mad, I take a big breath."
4. Tuck the Sad Feeling in Cloud's pouch. Pull a name stick. That student comes up and takes the Feeling out of Cloud's pouch. Say, "Now Cloud feels sad." Share situations that can create sad feelings. For example, "I feel sad when I see kids getting teased." Ask the student holding the Sad Feeling, "What makes you feel sad?" Make a sad facial expression, body and sound. Ask students to imitate you and look around at their classmates' sad body language. Ask students, "What can you do or say to make your sad feelings a little smaller?" Give an example, "When I feel sad, I got talk to a friend."
5. Pass Cloud around the circle.

#### Happy – Activity 5: Including (page 74)

*Materials: Cloud (use instead of Huggtopus as in the book)*

1. You can do puppet plays with the other Kimochis® characters and show how they include everyone.
2. Ask students to roleplay the simple inclusive communication scripts in the curriculum.

#### Optional Extension Activities

##### Artistic Expression:

- Students can draw pictures of Cloud and his favorite things.
- Students can make a poster of the Friendly Kotowaza.

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### **Literary Response and Analysis:**

- Read *One* by Kathryn Otoshi. A book about accepting each other's differences and how it sometimes just takes one voice to make everyone count. This book also has a very good anti-bullying message.

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### WEEK 5: Cat Helps Us Understand How We Are The Same and Different

**The Kimochis® Way:** A classroom environment where all students understand that each classmate has special talents and challenges is a safe and encouraging place to learn. Kimochis® Kids recognize how we are all the same and different in many ways.

**Kimochis® Vocabulary:** Cat, Curious, Cranky Feelings

**Kimochis® Lesson Objectives:** Students will be able to:

1. Identify Cat, tell about her story and recognize Curious and Cranky Feelings
2. Compare their personality and temperament to the Kimochis® characters
3. Understand classmate's personality and temperaments in relation to the Kimochis® characters

#### Introduce Cat and her Feelings (pages 20-21)

*Materials: Cat, Curious and Cranky Feelings*

1. Read Cat's story on page 21.
2. Tuck the Curious Feeling in Cat's pouch. Pull a name stick. That student comes up and takes the Feeling out of Cat's pouch. Say, "*Curious means that we are interested in finding out about something.*" Share situations that can create a curious feeling. For example, "*I feel curious about how airplanes fly.*" Make a curious facial expression, body and sound. Ask the student holding the Curious Feeling, "*What makes you feel curious? Show us with your facial expression and body how you feel when you are curious. Look at all your classmates!*"
3. "*Cat reminds us that when we are curious, we need to be safe and kind. That means we are careful when we have a curious feeling, like looking at something across the street. We need to be kind when we ask questions, so we don't hurt other's feelings.*"
4. Tuck the Cranky Feeling in Cat's pouch. Pull a name stick. That student comes up and takes the Feeling out of Cat's pouch. Say, "*Cranky is when you don't get enough sleep or are hungry. Sometimes we call it grouchy.*" Share situations that can create cranky feelings. For example, "*I feel cranky when I have to get up early.*" Ask the student holding the Cranky Feeling, "*What makes you feel cranky?*" Make a cranky facial expression, body and sound. Ask students to imitate you and look around at their classmates' cranky body language. Ask students, "*What can you do or say to make your cranky feelings a little smaller?*"
5. Remind students that all feelings are okay. Cat will teach us what to do when we feel curious or cranky.
6. Pass Cat around the circle.

#### Same and Different (New!)

*Materials: Cat, Happy, Sad,*

1. Sit in a circle with your class.
2. Introduce the words: same and different. Explain what they mean.
3. Tell students we are going to play a game. If you like the "same" thing, stand up. If not and your choice is "different" stay seated. Instruct then after they "stand" to quickly sit and wait for the next prompt.
4. Then start with:
  - If you smile when you are happy... stand up. (Show Happy feeling).
  - If you cry when you are sad....stand up. (Show Sad Feeling).

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- If you feel mad when you are left out... stand up.
  - If you like dessert...stand up.
  - If your favorite color is purple...stand up.
  - If you like warm milk...stand up.
  - If your favorite thing at the park to do is swing on the swings...stand up.
  - If you like to swim...stand up.
  - If you like to have tea parties like Cat...stand up.
  - If you want to make new friends in Kindergarten...stand up.
5. Add additional prompts as you like.
  6. Ask everyone to sit down. Ask students, “Are we *all exactly the same or can we be different?*”
  7. Take several answers, and keep the discussion going as long or short as you like.
  8. Ask students to demonstrate how they could talk to someone who may be new, that they do not know. (Review: *Smile, Wave, Head Nod, Hello, High Five*).
  9. Close by saying, “We *share things that are the same and we all have differences. Each of you is unique and special. Thank you for sharing with each other today.*”
  10. Play this game numerous times throughout the year by changing the prompts. Enjoy noticing that toward the end of the school year, more students think for themselves rather than looking and following how their peers answer.

### Optional Extension Activities

#### Artistic Expression:

- Students draw pictures of Cat and her favorite things.
- Make a poster or mural of favorite things. Students can cut out pictures from magazines or pictures could be found on the internet.

#### Literary Response and Analysis:

- Read *Zero* by Kathryn Otoshi. This book is about learn about numbers and counting, but also accepting different body types and learning what it means to find value in yourself and in others.
- Read *Odd Velvet* by Mary Whitcomb. This book is about the value of being different and also being true to oneself.

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### **WEEK 6: Key I - Call Name, Wait For Eye Contact, And Give A Communication Tap Before You Speak.**

**The Kimochis® Way:** When students learn how to get the attention of peers and adults, they create a social-emotional connection that leads to successful outcomes. Kimochis® Kids can initiate conversation and play in positive ways.

**Kimochis® Vocabulary:** Communication Tap, Eye Contact

**Kimochis® Lesson Objectives:** Students will be able to:

1. Understand why getting a person's attention in an appropriate way is important
2. Demonstrate how to call a name, wait for eye contact and use a communication tap in a variety of social situations

**QUICK REVIEW:** Remind students about how our Kimochis® friends are going to help us learn how to be kind and respectful in our lives. They teach us how to communicate!

#### **Key I – Activity 3: Call Name and Wait for Eye Contact (page 28)**

*Materials: None*

Tips for lesson success:

1. Some students may find it difficult to make direct eye contact. Don't ever force it. It can help to use a gesture to guide their eyes to your eyes (point with first two fingers to your eyes and then their eyes).
2. There can be cultural differences in the use of eye contact. Never ask students to use eye contact if it is uncomfortable. You can talk about how we use eye contact at school and at home.

#### **Key I – Activity 4: Communication Tap (page 29)**

*Materials: Huggtopus*

Tips for lesson success:

1. Huggtopus is a great character to teach this Key because you can use one of her "arms" to do the Communication Tap during role plays.
2. Teach students to do three gentle taps on the person's shoulder only.
3. If you can predict that a student might not like a Communication Tap because of sensory sensitivities, say, "Some kids might not like to be touched when someone wants their attention. Raise your hand if you would like your friends to get your attention another way." Show other ways to get another's attention, such as standing in front of them or calling their name again.

#### **Key I – Activity 5: Practicing Predictable Situations (pages 29-30)**

*Materials: None*

Tips for lesson success:

1. These situations continue to occur in first grade and are good to practice in role plays.
2. Prompt students to use Key I skills in social situations as they occur throughout the school day.

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### WEEK 7: Key 2 - Use a Talking Voice Instead of a Fighting Voice

**The Kimochis® Way:** Students who can regulate their tone of voice when experiencing upset emotions are more likely to resolve social-emotional problems and maintain healthy relationships. Kimochis® Kids can use a talking voice in the heat of an emotional moment.

**Kimochis® Vocabulary:** Talking Voice, Fighting Voice

**Kimochis® Lesson Objectives:** Students will be able to:

1. Identify the difference between a Talking Voice and a Fighting Voice
2. Demonstrate how and when to use a Talking Voice in social interactions

**QUICK REVIEW of Key 1:** Hold Huggtopus and walk behind students on the outside of circle. Huggtopus does a communication tap on one student who chases you back to your spot. (Similar to Duck, Duck, Goose!) Play several rounds.

#### Key 2 – Activity 1: Talking Voice vs. Fighting Voice (page 30)

*Materials: Cat, Mad, Sad, Frustrated, Scared Feelings*

Tips for lesson success:

1. Cat is an excellent character to teach Key 2 because she forgets and uses her Fighting Voice.
2. Demonstrate using the characters as puppets. For example, make Cat say, “Move” to Cloud with a Talking Voice or Fighting Voice. Have students stand when the character makes a Fighting Voice.
3. Tell the students that we will be practicing using our Talking Voices when we are playing and working with our friends. Use the Feelings, brainstorm which feelings challenge students to use a Talking Voice.
4. Consider using the Enhancement #2 (Face and Tone of Voice) described on page 61. This will give students a visual to clarify the concept and a prompt that you can refer to throughout the day.
5. Students can role-play using a Talking Voice in the predictable situations from Key 1, starting on page
6. 29. (Cut in line; I can’t see; I was there).
7. You can also teach students to use a Serious Voice when they need “to turn up the seriousness, but not the meanness.” A Serious Voice is slowed down and stretched out but does not have a fighting tone. Role-play situations where a student might use a Talking Voice to ask a peer to change his/her behavior and it doesn’t work. Use Kimochis® characters and then students can role-play on their own.

#### Play “Catch Cat” (New!)

1. Model a baby voice, whiny voice or a cranky voice using Cat. Ask students, “How do these voices sound?”
2. Tell students, “In first grade, we use a Talking Voice, not a baby voice, whiny voice or a cranky voice. Sometimes Cat forgets and uses her Fighting Voice.”
3. Seat students in a circle. Tell them that they will “catch” Cat when she forgets to use a Talking Voice.
4. Use Cat to talk to each student in the circle with a talking, baby, bossy or whiny voice.

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Instruct the students to tell Cat, “*Good Talking Voice, Cat*” when she uses her Talking Voice. When Cat forgets, instruct the students to cover their ears and say, “*Cat, remember to use your Talking Voice.*”

5. Give students a chance to be Cat using different voices. Remind students they can remind their classmates, “*Remember to use your Talking Voice.*”

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### WEEK 8: Key 3 - Use A Talking Face And Body Instead Of A Fighting Face And Body

**The Kimochis® Way:** Students who can “read” and use appropriate facial expressions and body language are more likely to resolve social-emotional problems and maintain healthy relationships. Kimochis® Kids can use a talking face and body in the heat of an emotional moment.

**Kimochis® Vocabulary:** Talking Face and Body, Fighting Face and body

**Kimochis® Lesson Objectives:** Students will be able to:

1. Identify the difference between a Talking Face and Body, and a Fighting Face and Body
2. Demonstrate how and when to use a Talking Face and Body in social interactions

**QUICK REVIEW of Key 2:** Do a quick version of “Pass the Kimochis®” as in Week 6.

#### Key 3 – Activity 2: Reading Body Language (page 32)

*Materials: Cloud*

Tips for lesson success:

1. Cloud can be used teach Talking Face and Fighting Face because his Mad and Happy faces are so visual.
2. Say, “We read a book to find information. We do the same when we ‘read’ a person’s body language.”
3. Initially, it can be easier for young students to make facial expressions as a group.

#### Serious Face (page 143)

Tips for lesson success:

1. You can teach students to use a Serious Face (paired with Serious Voice from Week 7: Lesson 2) as a way “to turn up the seriousness, but not the meanness.” A Serious Face has wide eyes and raised eyebrows. This facial expression sends a message that you really mean what you say (see page 143).
2. Students will need practice and lots of promoting to make a Serious Face, so it doesn’t look mean. When you have opportunities to use a Serious Face in the classroom, model what it looks like and call attention to it. Say, “Everyone, look at my face. This is a Serious Face. We need to clean up now.”
3. Reassure that a Serious Face doesn’t mean you don’t like someone, but you need to be strong and clear with your communication.

#### Play Cloud Says (New!)

*Materials: Cloud*

1. This game is played like “Simon Says” but it is called “Cloud Says.”
2. Give prompts like, “Cloud says-make a happy face;” “Cloud says-make a silly body”, etc.
3. Continue with prompts until you say one without the “Cloud Says.”
4. There are no “outs” in this game, just keep playing until students lose interest.

#### Optional Extension Activity

**Literary Response and Analysis:** Read *Yo! Yes?* by Chris Rashka. Point out the body language of each boy in the story.

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### **WEEK 9: Key 3 - Use A Talking Face And Body Instead Of A Fighting Face And Body**

**The Kimochis® Way:** Students who use nonviolent communication tools can more peacefully resolve social-emotional conflicts. Kimochis® Kids can use their Talking Hand or Stop Hands in the heat of an emotional moment.

**Kimochis® Vocabulary:** Talking Hand, Stop Hands

**Kimochis® Lesson Objectives:** Students will be able to:

1. Demonstrate how to use a Talking Hand and Stop Hands.
2. Use a Talking Hand and Stop Hands to peacefully resolve social-emotional conflicts

**QUICK REVIEW of Key 3:** Do a quick version of “Cloud Says” as in Week 7.

#### **Key 3 – Activity 4: Talking Hand to Request Objects (page 34)**

*Materials: Cloud*

Tips for lesson success:

1. Some teachers have called the Talking Hand the “Asking Hand.”
2. Be sure that all teachers are using the same common language, so students are hearing similar prompts throughout the school and using the same language with each other.
3. Remind students when they can use a Talking Hand. For example, before a Free Choice Time, prompt students to use the Talking Hand if a classmate grabs.

#### **Key 3 – Activity 5: Stop Hands (page 35)**

*Materials: None*

Tips for lesson success:

1. Demonstrate placing your hands close to your body near your face with your palms facing outward, fingers spread, when modeling the Stop Hands.
2. Students often want to put their hands out in front of them. This is less effective in sending a “serious” message because it might appear threatening.
3. Don’t be afraid to coach and help each child learn to use their hands in a way that really let others know they are setting a limit! You may need to literally place some student’s hands in the correct position.
4. Practice the Stop Hands numerous times as a group first and then individually.
5. Remind students that setting a limit means, “You’re my friend, and I am asking you to stop.” It does not mean, “I don’t like you.”
6. Students who are more socially challenged will need extra guidance to learn and generalize this skill.
7. Provide positive feedback when students use the Stop Hands correctly.
8. Students will need frequent prompting to learn how to use Stop Hands.

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### WEEK 10: Key 4 - Choose Helping Words Instead Of Hurtful Words

**Kimochis® Concepts:** When students use helpful words and avoid hurtful words, a positive school climate is created. Kimochis® Kids use helpful words to peacefully resolve social-emotional conflicts.

**Kimochis® Vocabulary:** Helping Words, Hurtful Words

**Kimochis® Lesson Objectives:** Students will be able to:

1. Identify the difference between helping and hurtful words
2. Demonstrate how to recognize hurtful words

**QUICK REVIEW of Key 3:** Ask students to show their Talking Hand and Stop Hands. Ask, “*Did anyone use our new communication tools?*”

#### Key 4 – Activity 1: *Think Before You Speak* (page 36)

*Materials:* Cloud, Mad, Left Out, Sad and Frustrated Feelings

Tips for lesson success:

1. Some teachers have used the phrase “fighting words” instead of hurtful words as a way to stay consistent with “fighting face, voice, body and words.”

#### Key 4 – Activity 3: “Ouch” Hard to Hear, Good to Know (Early Education, page 37)

*Materials:* Lovey Dove, Cat

Tips for lesson success:

1. Lovey Dove is a good character to remind students to use helping words.
2. Use the Kimochis® characters in a puppet show to demonstrate this skill.
  - Cat says, “*You’re not my friend anymore.*”
  - Lovey Dove says, “*Ouch.*”
  - Cat says, “*I’m sorry. I was sad because you didn’t share with me.*”
  - Lovey Dove, “*That’s OK, I can share.*”
3. Model other situations with hurtful words. Role-play with the characters to demonstrate using “Ouch.”
4. During the puppet show, show Cat’s bandages to “show” that feelings can get hurt, just like a physical hurt. When Cat says “*Sorry*” put a Kimochis® bandages on Lovey Dove to show how we can apologize when we hurt feelings. Remind students how important it is to think before you speak so you use helping words.
5. You can also model the gesture of covering your ears or putting your hand over your heart while saying “*Ouch.*” Students can practice saying, “*Ouch*” paired with a gesture.
6. Move around the circle. Make Cat say hurtful words you might hear the students use.
7. Acknowledge students for trying by observing, “*You take care of yourself when you let someone know their words hurt.*”

#### Optional Extension Activity

**Literary Response and Analysis:** Read *Snail Started It* by Katja Reider. This book shows how insults end up hurting everyone.

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### WEEK 11: Key 5 - Be Brave and Redo Hurtful Moments

**The Kimochis® Way:** Everyone makes communication mistakes that can cause regret and shame. Kimochis® Kids are brave and Redo hurtful moments strengthening relationships and creating a positive school climate.

**Kimochis® Vocabulary:** Redo, Do-Overs, Take-Backs

**Kimochis® Lesson Objectives:** Students will be able to:

1. Identify when a redo is needed
2. Demonstrate the ability to redo a hurtful social and emotional moment

**QUICK REVIEW of Key 4:** Remind students how sometimes we forget and use hurtful words. Invite students to hold the Brave Feeling to share a regretful moment when they used hurting words. Acknowledge their honest and bravery.

#### Key 5 – Take-Backs and Do-Overs (Early Childhood, page 38)

*Materials: Cloud, Huggtopus, Cat*

Tips for lesson success:

1. You can use Bug to show how he might “bug” someone. Then he has to do a “do-over” and apologize.
2. The role-plays or shows will be most effective if you use real-life situations that have happened with your students. Don’t use names, just describe the situation and ask for students to be in the role-play.
3. You can do different puppet shows with all of the Kimochis® characters. Cloud, Cat and Huggtopus are especially good because they make lots of mistakes!
4. Continue to use the word “Ouch” throughout the day when you hear a student using hurtful words. It is an effective way to cue the student to apologize and resolve the conflict.

#### Brave – Activity 2: Tell the Truth (page 86)

*Materials: Bug, Scared, Uncomfortable, Sad Feelings*

Tips for lesson success:

1. Some feeling words, like *Embarrassed* and *Guilty* as suggested in the curriculum, may be too difficult for your children. Start with the simpler feeling words, *Scared* and *Sad*.
2. You can also use the bandages again as you did Week 8 as a visual way to show children how words hurt.

#### Optional Extension Activity

**Literary Response and Analysis:** Read *The Day Leo Said I Hate You!* by Robie Harris. Leo feels so frustrated and so mad at a parent who has said NO all day long, that he says three big words.



## WEEK 12: Review the Kimochis Keys to Communication

**The Kimochis® Way:** When students become fluent using Kimochis® Keys to Communication in social and emotional moments, they are more able to communicate with respect, responsibility, resiliency, kindness and compassion. Kimochis® Kids can be counted on to handle challenging social-emotional moments with character.

**Kimochis® Vocabulary:** Communication Tap, Eye Contact, Talking and Fighting Voice, Talking and Fighting Face and Body, Talking Hand, Stop Hands, Helping Words, Hurtful Words, Redo, Do-Overs, Take-Backs

**Kimochis® Lesson Objectives:** Students will be able to:

1. Use the appropriate Key when needed in social situations and emotional moments

### Tips for review:

1. You and your class have now learned the first five Keys to be an effective communicator!
2. You can do a review of the Keys as a lesson or you can review a Key a day.
3. A quick review of a Key can also be a “brain break” from academics.
4. Use quick review of a Key as a transitional activity.

### Activities for each Key:

**Key 1:** Have students sit in a circle. Hold Huggtopus and walk behind students on the outside of the circle. Huggtopus does a communication tap on one student who chases you back to your spot. Play 2 times.

**Key 2:** Do a quick version of “Pass the Kimochis®” as in Week 6.

**Key 3:** Do a quick version of “Cloud Says” as in Week 4. Students stand and show their Talking Hand and Stop Hands.

**Key 4:** Remind students how sometimes we forget and use hurtful words. Ask students to show how they say, “Ouch” and cover their ears.

**Key 5:** Hold the Brave feeling and share a story of how you were brave to Redo a moment. Students might want to share a moment where they were brave to redo a challenging moment.

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### WEEK 13: Left Out Feeling - Getting Included In Play

**The Kimochis® Way:** When students make room for everyone, an inclusive and friendly school climate is created. Kimochis® Kids can use positive communication tools to get themselves included.

**Kimochis® Vocabulary:** Left Out, Shy, Scared

**Kimochis® Objectives:** Students will be able to:

1. Identify left out feelings in self and others
2. Use self-regulation tools to manage left out feelings
3. Demonstrate positive, effective ways to get included in play

**QUICK REVIEW of Kimochis® Keys:** Review the Kimochis® Keys. Put a number of Feelings on the floor in the circle. Ask students to pick a Feeling and tell how they used a Key related to that Feeling. For example, “*I was really mad, but I remembered to use my Talking Voice.*”

#### LEFT OUT – Introduce the Kotowaza (page 88)

1. *It’s always more fun when we make room for everyone*
2. Review Kotowaza before recess or free choice to prompt students to include everyone.

#### LEFT OUT – Self-Awareness and Self-Regulation (page 89)

*Materials: Bug with Scared, Shy and Left Out Feelings tucked in pouch*

Tips for lesson success:

1. Bug is a great character to *concretely show* your students how it feels to be left out by tucking his wings in his back pouch and tipping his head downward.

#### LEFT OUT – Activity I: Getting Oneself Included (page 90)

*Materials: Bug with Scared, Shy and Left Out Feelings tucked in pouch*

Tips for lesson success:

1. Practice the communication script, “*That looks like fun, can I play?*” with students who are often left out.
2. Give a shy child the Brave Feeling to tuck into their pocket right before recess as a reminder.
3. Give a student who is inclusive and friendly the Kind Feeling as a reminder to look for classmates who may need an invitation to play.

#### Optional Extension Activity

**Literary Response and Analysis:** Read the book *Stand Tall, Molly Lou Melon* by Patti Lovell. Molly Lou Melon is very proud of who she is and can do anything she put her mind to.

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### WEEK 14: Left Out Feeling - Including Others

**The Kimochis® Way:** Students who seek to include all, not just close friends, help to create a school community where children have a strong sense of belonging. Kimochis® Kids always take the “time to be kind” and include others.

**Kimochis® Vocabulary:** Left Out, Shy, Scared

**Kimochis® Objectives:** Students will be able to:

1. Use their eyes to see and ears to hear when others need to be included
2. Demonstrate the ability to include others who are left out

**QUICK REVIEW of getting yourself included:** Ask students if they tried to join some friends by using communication tools that would “raise the odds” you would be included.

#### **LEFT OUT – Compassionate and Kind Activity 3: Looking to Include Others (page 170)**

*Materials: Bug, a ball*

Tips for lesson success:

1. Encourage students to use their eyes to see and ears to hear if others want to be included.
2. Use the Kotowaza as a reminder for students: *It's always more fun when we make room for everyone.*
3. Students will need frequent prompts and guidance to remember to use the inclusion skills taught in these lessons.
4. Sometimes students who are more socially challenged do not know the rules or even how to play common recess games. These students might be paired with a socially confident peer who could teach the game and guide the student. Also talk to the PE teacher about teaching these games in PE.
5. Make time for “fake recess” and play popular games so students can learn the rules. Also, ask students what “ruins” a game and together brainstorm positive ways to fix these problems.
6. Review this activity numerous times throughout the school year.

#### **Optional Extension Activity: Heads Down-Thumbs Up (New!) (played after recess)**

*Materials: None*

1. After recess, ask the students to take a quiet reflective moment to put their heads down on their desks. With heads down, ask students to put a thumbs up if, at recess, they:
  - Felt included; Looked to include others; Saw someone who looked left out
  - Did something kind for someone who looked like they felt left out
2. Ask the students to put their heads up and share (without using names) what you learned about how recess seems to be going.
3. If time permits, invite students to share stories of how they both got themselves included and looked to include others.
4. If a student is frequently putting a thumbs up that they are feeling left out, this student might benefit from a “Walk Talk” with you. Walking while talking can help a child share inner feelings with less reluctance. This can be especially true for boys.

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### WEEK 15: Mad Feeling - Cooling Down

**The Kimochis® Way:** When students know that it is okay to be mad, but it is never okay to be mean with your tone of voice, face or body language, a climate of calmness and respect will develop. Kimochis® Kids know how to be mad without being mean.

**Kimochis® Vocabulary:** Mad, Cool Down

**Kimochis® Objectives:** Students will be able to:

1. Identify mad feelings in self and others
2. Demonstrate how to use Cool Down strategies to express mad feelings in a positive way
3. Demonstrate how to use positive self-talk to calm mad feelings

**QUICK REVIEW of including others in play:** Ask students if they included a classmate in play or conversation. Ask, “How did you do it? How do you feel about yourself when you are kind, friendly and inclusive with your classmates?”

#### **MAD – Introduce the Kotowaza (page 140)**

1. *It’s okay to be mad, but it’s not okay to be mean.*
2. Remind students of the Kotowaza before challenging social time

#### **MAD – Self-Awareness and Self-Regulation (page 141)**

*Materials: Cloud with Mad Feeling tucked in pouch*

#### **MAD – Respectful Activity 1: Cool Down Mad Feelings (page 142)**

*Materials: Cloud with Mad Feeling tucked in pouch*

Tips for lesson success:

1. After students say what helps them cool down, use Cloud to show how doing a strategy (deep breath, count, etc.) can make the mad a little smaller and calmer.
2. Show his mad face, do a cool down strategy and turn his face to happy.
3. Pull the Mad feeling from his pouch and say, “*I still feel kind of mad, but I am not going to be mean.*”
4. Pass Cloud to students who want to do the same.
5. Enhancement Strategy #9 (Calming Strategies) on page 63 has a list of different calming strategies.

#### **MAD – Resilient Activity 1: Positive Self-Talk Scripts (page 145)**

*Materials: None*

Tips for lesson success:

1. This activity can be paired with the Cool Down activity.
2. Enhancement Strategy #5 (Thinking and Speaking Bubbles) on page 62 can show the students the difference between negative self-talk and positive self-talk.
3. Turn Cloud’s face to show positive self-talk (turn face to happy) vs. negative (turn face to mad).

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### WEEK 16: Mad Feeling – Big Mean Things That Aren't True

**The Kimochis® Way:** Students predict and practice social-emotional moments that create mad feelings, so they have positive communication tools to effectively handle these moments in real life. Kimochis® Kids know how to be mad without being mean.

**Kimochis® Vocabulary:** Mad

**Kimochis® Objectives:** Students will be able to:

1. Show different communication tools to manage mad feelings.
2. Demonstrate how to warn others when you feel mad
3. Cope with statements that are Big Mean Things That Aren't True

**QUICK REVIEW of Mad Feeling:** Pass the Mad Feeling and ask students to tell how they used their Cool Down strategy to make mad feelings get smaller or go away. Remind students that feelings come and go. Cool Down strategies help us share our feelings in more positive ways so we can feel better more quickly and be careful not to be hurtful when feeling mad.

#### **MAD – Compassionate and Kind Activity 3: Choosing Compassion and Kindness (page 146)**

*Materials: Cloud*

Tips for lesson success:

1. Students will need you to give them an example of *Big Mean Things That Aren't True* (“I hate you.” “You’re not my friend anymore.”, “You can’t come to my birthday party.”)
2. Model how to respond when someone says a big mean thing that’s not true. Show how to bravely and gently ask, “Are you mad at me?” This response might help to make the mad feelings smaller. This question helps students learn that the words are not true, but that the other person is really, really mad. When we recognize that a friend is upset, the question can help to resolve feelings.
3. Give chances for students to practice responding to the Big Mean Things That Aren't True.”
4. Refer to the purple print at the end of the activity for a visual support.

#### **Play “Cloud Says” (New!)**

*Materials: Cloud*

1. This game is played like “Simon Says”, but it uses Cloud and he calls out, “Cloud says...”
2. Make Cloud say commands related to mad, “Make a mad face, Make mad hands, Make mad feet, etc.”
3. Ask students to show the communication tools for managing mad feelings. For example, “Cloud says... ..take a cool-down breath ...show me a Talking Hand. ...show me a Stop Hand.”
4. No outs! Students can take turns holding Cloud and being the leader to give the class a command.

#### **Optional Extension Activity**

**Literary Response and Analysis:** Read *Cloud’s Best Worst Day Ever* by Kimochis®. Cloud gets mad and says a BIG mean thing that isn’t true in the book.

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### WEEK 17: Brave Feeling - Trying New Things

**The Kimochis® Way:** Brave is at the heart of the Kimochis® Way! Kimochis® Kids know that brave is not a “superhero feeling” and they can use courage to say and do the right thing in emotional moments.

**Kimochis® Vocabulary:** Brave, Positive Self-Talk, Negative Self-Talk

**Kimochis® Objectives:** Students will be able to:

1. Identify brave feelings in self and others
2. Use self-regulation tools to manage brave feelings
3. Demonstrate the use of positive self-talk try new things

**QUICK REVIEW of Mad Feeling:** Pass the Mad Feeling. Students can share success stories of handling mad feelings in kind ways by not saying a Big Mean Thing That Isn't True.

#### **BRAVE – Introduce the Kotowaza (page 148)**

1. *Be brave enough to stand up and speak or sit down and listen.*
2. Remind your students that Brave is not a “Superhero” feeling. For example. “Brave means I may be shy, but I can GET myself to ask if I can play.” Brave is at the heart of the Kimochis® Way!

#### **BRAVE – Self-Awareness and Self-Regulation (page 149)**

*Materials: Bug with Brave Feeling tucked in pouch*

Tips for lesson success:

1. Think of examples from your own life as examples of being brave or trying new things. Students love to hear stories about their teachers! Make the stories exciting by adding lots of details.

#### **BRAVE – Activity 1: Try New Things (page 86)**

*Materials: Bug with Brave Feeling tucked in pouch*

Tips for lesson success:

1. Students love this activity! Talk about how positive self-talk helped Bug to fly and how they can use positive self-talk to try new things or to get something hard finished.

#### **Understanding Self-Talk (New!)**

*Materials: Cloud, Lovey Dove*

1. Discuss the concept of positive self-talk and negative self-talk. Place Lovey on one side of the room and Cloud with his mad face on the other side. (Cloud: negative; Lovey Dove: positive).
2. Read the self-talk sentences below (add others). Students to point to the character that matches.

*I can do it. I can't do it.*

*I'm not going to give up. I give up.*

*Writing isn't hard! Writing is too hard!*

*I'll get this done! I'll never finish this!*

#### **Optional Extension Activity**

**Literary Response and Analysis:** Read *Bug Makes a Splash!* by Kimochis®. When his friends invite him for a swim, can Bug overcome his scared feelings with brave ones and dive right in?

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### WEEK 18: Brave Feeling - Saying Sorry

**The Kimochis® Way:** Brave is at the heart of the Kimochis® Way! Kimochis® Kids know that brave is not a “superhero feeling” and they can use courage to say and do the right thing in emotional moments. Being brave is about learning to own mistakes and apologizing when communication mistakes are made that hurt feelings. Kimochis® Kids learn to own their mistakes and apologize in a sincere, truthful way.

**Kimochis® Vocabulary:** Brave, sorry, apologize

**Kimochis® Objectives:** Students will be able to:

1. Understand when apologies are necessary
2. Apologize with sincerity and truthfulness

**QUICK REVIEW of being brave:** Tuck Bug’s wings. Ask a student to come up and share a story of when they were shy or scared to try something new. Ask them what they said to help get through that tough time. As they share their self-talk statements, they can pull out Bug’s wings.

#### **BRAVE – Resilient Activity 1: Say Sorry (pages 153-154)**

*Materials: Bug with Brave Feeling tucked in pouch*

Tips for lesson success:

1. Only teach Habits 1-5 (see page 154 and below).
2. You may wish to stagger how many communication habits you teach in one day. For example, you can begin by teaching habits 1-3 for saying sorry and add habits 4 and 5 on another day.
3. Make a poster of the 5 Habits to hang in the classroom as quick reference.
4. This lesson can be a good one to use with a buddy class.

#### **5 Habits for Saying Sorry**

**Habit 1:** Apologize Quickly (The quicker you apologize, the quicker you make things right.)

**Habit 2:** You Have to Mean It (Use a sincere tone of voice.)

**Habit 3:** Tell Why You are Sorry (Example, “I’m sorry I didn’t wait for you.”)

**Habit 4:** Give it a Name (Example, “That was mean of me to say that.”)

**Habit 5:** Make Things Right! (Example, “What can I do to make it better?”)

#### **Optional Extension Activity**

**Literary Response and Analysis:** Read *My Buddy, Slug* by Jarrett J. Krosoczka. Alex and Slug are best friends and they do everything together. When Alex tries to get some alone time, Slug won’t leave him alone. Alex explodes and it’s time for both of them to figure out the meaning of “sorry.”

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### WEEK 19: Brave Feeling - Forgiving Others

**The Kimochis® Way:** Being brave is also about learning how to forgive when someone hurts your feelings. Kimochis® Kids know how to forgive, be resilient and be generous of heart.

**Kimochis® Vocabulary:** Brave

**Kimochis® Objectives:** Students will be able to:

1. Understand the importance of forgiving
2. Forgive when others make mistakes that are hurtful

**QUICK REVIEW of saying sorry:** Pass the *Sorry* feeling around the circle and ask students to say “Sorry” in an insincere voice. Do again with a sincere face and voice. Ask, “Which voice makes you feel and know someone is truly sorry?” Explore why our voice and face sometimes sounds insincere (Is it due to feelings of guilt, fear or embarrassment?) It takes courage to make eye contact, sound sorry and work to make things better after a communication mistake.

#### **BRAVE – Resilient Activity 2: I Forgive You (page 155)**

*Materials: Bug with Brave Feeling tucked in pouch*

Tips for lesson success:

1. Teach only the first 3 Habits (see pages 155-156 and below).
2. You may want to teach several a day.
3. Make a poster of the 3 Habits to Forgive to hang in the classroom as quick reference.
4. This lesson can be a good one to use with a buddy class.

#### **3 Habits to Forgive**

**Habit 1:** Forgive Quickly (Forgiveness can be something you do easily and quickly.)

**Habit 2:** Two Wrongs Don’t Make a Right (Don’t try to get back at someone.)

**Habit 3:** Choose Forgiving Thoughts (Think, “I know she didn’t mean to do that” or “I’ve done things like that before.”)

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### WEEK 20: Silly Feeling - For Silly To Be Fun, It Has To Be Fun For Everyone

**The Kimochis® Way:** Everybody likes to have fun. But for silly to be fun, it has to be fun for everyone. Kimochis® Kids know that when silliness goes too far, they can use communication tools to repair those moments.

**Kimochis® Vocabulary:** Silly

**Kimochis® Objectives:** Students will be able to:

1. Identify silly feelings in self and others
2. Use self-regulation tools to manage silly feelings
3. Demonstrate the use of kind and peaceful strategies to set boundaries when peers are too silly or distracting

**QUICK REVIEW of forgiving others:** Hold the Brave Feeling and give an example of how you forgave someone this last week. Acknowledge any students you observed making an attempt to forgive someone.

#### **SILLY – Introduce the Kotowaza (page 174)**

1. *For silly to be fun, it has to be fun for everyone.*

#### **SILLY – Self-Awareness and Self-Regulation (page 175)**

*Materials: Hugtopus with Silly feeling tucked in pouch*

Tips for lesson success:

1. Vary this activity by saying, “Everyone make a silly face.” Continue with silly sounds, silly hands, silly body, silly feet and silly hair.

#### **SILLY – Resilient Activity I: To Be Fun It Has to Be Fun for Everyone (page 179)**

*Materials: Hugtopus, Frustrated, Silly, Excited, Scared, Left Out, Sad feelings*

Tips for lesson success:

1. Some children, especially boys, tend to play with a “rough and tumble” style.
2. This activity will teach children to stay connected when what they are playing is not fun for everyone.
3. Many young children just quit when they don’t like the play anymore. Teaching students to be clear that they still want to play, but they want to change what they are playing keeps interactions positive.
4. Be sure to practice the communication scripts listed in the book:
  - “I want to play, but let’s not be so wild.”
  - “I want to keep playing, but can we play something else please?”
  - “This is getting too crazy; Let’s do something else.”
  - “I had fun, but I’m done for now.”

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### WEEK 21: Silly Feeling - Know When To Be Silly and When To Be Serious

**The Kimochis® Way:** Everybody likes to have fun and be silly. But, there are times that everyone needs to stop being silly and be serious.

**Kimochis® Vocabulary:** Silly, Serious

**Kimochis® Objectives:** Students will be able to:

1. Know when to be silly and when to be serious
2. Recognize when they are out of control and bring themselves back
3. Use a nonverbal communication tool to indicate “Not now”

**QUICK REVIEW of Silly Feeling:** Pass the Silly Feeling. Ask students to share what new awareness they have about how to give signals when fun isn’t fun anymore.

#### **Know When to Be Silly and When to Be Serious (New!)**

1. Although this may seem basic, it can help to make clear boundaries about the silly versus serious times.
2. Brainstorm times to be silly and times to be serious with your students.
3. Make a poster to show times for each (draw pictures to help with reading).
4. Teachers have found this to be very helpful throughout the day. They can just point to the chart or ask students, “*Is this a time to be silly?*”

#### **SILLY – Activity 3: Too Distracting (page 94)**

*Materials: Huggtopus with Silly Feeling tucked in pouch*

Tips for lesson success:

1. Some teachers have called this the “Not Now” signal, which is a nice reminder to all.
2. Be sure that students don’t get too close to peer’s faces with their hand.
3. Model an appropriate distance. Remember that no eye contact is the key to this strategy.
4. There is no talking with this strategy. But, remind students that the hand says, “*I like you, but I don’t like it when you get too close.*”

#### **Optional Extension Activity**

**Literary Response and Analysis:** Read *Today I Feel Silly and Other Moods That Make My Day* by Jamie Lee Curtis. After reading, students can draw pictures of moody faces and bodies.

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### **WEEK 22: Proud Feeling - I Am Happy For You and Happy For Me.**

**The Kimochis® Way:** When students have the ability to share pride without bragging, students are encouraged to do their best rather than have to be the best. Kimochis® Kids know how to feel proud of their accomplishments and celebrate successes for themselves and others.

**Kimochis® Vocabulary:** Proud, Success, Bragging

**Kimochis® Objectives:** Students will be able to:

1. Identify proud feelings in self and others
2. Use self-regulation tools to manage expressions of pride without bragging

**QUICK REVIEW of Silly Feeling:** Students stand in the circle. Turn off the lights and tell students to be silly (safely). When lights go back on, everyone needs to use self-control to bring themselves back. Students who can't or don't "freeze" their bodies can help turn lights on and off. This keeps them engaged in learning.

#### **PROUD – Introduce the Kotowaza (page 218)**

*I am happy for you and happy for me.*

#### **PROUD – Self-Awareness and Self-Regulation (page 219)**

*Materials: Lovey Dove with Proud Feeling tucked in pouch*

Tips for lesson success:

Students can hear and see how bragging can hurt feelings. Pride is the way to celebrate one's success.

#### **PROUD – Compassionate and Kind Activity 2: Proud Talk (page 223)**

*Materials: Lovey Dove, Proud Feeling*

Tips for lesson success:

1. This is a supportive and powerful activity that focuses on how students can express and listen to statements of pride.
2. You could write down the statements for each student on a Kimochis® Note. These Notes could be sent home for parents to read.

#### **Optional Extension Activity**

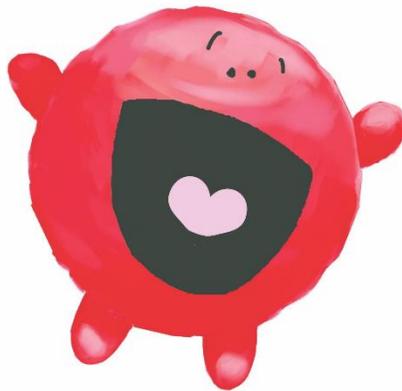
**Literary Response and Analysis:** Read *Lavi the Lion Finds His Pride* by Linda Dickerson. Lavi is looking for his pride (family) of his own and finds something else.

# Kimochis<sup>®</sup>

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## Homelinks (Parent Letters)



**EXCITED**

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Dear Families,

Welcome to a new and exciting school year!

This year, we are implementing a new character education and social-emotional learning (SEL) program that teaches children positive habits to lead happy and successful lives. This new program uses *Kimochis... Toys with Feelings Inside*<sup>®</sup>. Kimochi means “feelings” in Japanese, and the Curriculum is based on research that tells us that a strong social-emotional learning foundation is essential to academic and life success. Research also shows that teaching social-emotional skills in school increases academic test scores by 11%!

In our school/classroom, we will be using the Kimochis<sup>®</sup> characters, feelings, and lessons from the *Kimochis<sup>®</sup> Feel Guide: Teacher’s Edition* to teach character education along with our regular academic curriculum. We refer to these important life skills as the “fourth R”—not just reading, writing, and arithmetic, but also relationships. The lessons in the Kimochis<sup>®</sup> SEL Curriculum teach real-life skills, such as communication, self-management, decision-making, problem-solving, resilience, and responsibility. These are the skills that help us all become successful in life and in school. When children learn to communicate their feelings effectively, they build confidence, self-esteem, and strong relationships.

Once a week, you will receive a letter (School-to-Home Connection) that outlines what your child was taught and how you can reinforce and extend the learning at home. Ask your children about what they learned in their Kimochis<sup>®</sup> lessons when they come home from school. Talk to them about their feelings and plan family time to practice communication skills and expressing emotions appropriately.

I am very EXCITED and HOPEFUL about building a strong school-to-home connection. I also hope Kimochis<sup>®</sup> will be a great new addition to your family and bring fun and fantastic feelings into your home!

Celebrating your child’s success,

P.S. You can learn more about Kimochis<sup>®</sup> on their website or join them on Facebook and Instagram!

# Kimochis<sup>®</sup>

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### Homelink Week 1: Bug Teaches Us About Names

This week we kicked-off our Kimochis lessons through playing with and exploring our new Kimochis feeling pillows to build not only vocabulary but awareness and interest in feelings in general. Your child is now more aware that happy, sad and mad are just the beginning of how many words there are to express emotions. It is helpful to say I feel frustrated or disappointed rather than always saying you feel mad. This feeling word provides vital and helpful information.

We also introduced the character Bug. Bug is our Kimochis character that is afraid of change, and because he is a caterpillar, this is a challenge for him. Bug's shyness can sometimes make him feel left out, but he reminds us to be brave in order to manage shy and scared feelings and try new things.

We played name games to help all children get in the habit of calling each other by name and making that positive connection before you speak. Some names can be tricky to pronounce, and we want all our children to have their names pronounced correctly as it matters. Everybody Matters. Everybody Counts. Everybody has feelings!

**Why this skill is important:** A school where everyone uses names is a welcoming place to learn, play and grow in character. Hearing your name gives you a feeling of belonging and self-worth. Moreover, growing a feeling vocabulary and tools to regulate and better express feelings in kind and helpful ways promotes well-being and emotional intelligence.

**Kimochis<sup>®</sup> Family Challenge:** Inspire everyone in your family to make it a point to learn other's names and use it before beginning to speak. Introduce yourself to parents at school you have not met yet. It is easy to forget names; when you do, "fess up" and admit when you have forgotten their name as this makes it easier for others to tell you they've forgotten your name too! We would like everyone on our school campus to know that they are recognized by name and that their presence is important.

Most people are moving more quickly than is helpful when communicating, so taking the time to call someone's name, wait for eye contact and then speak is a super helpful habit that will build strong connections. Also, consider making a "feeling word list" in your home to see how many feeling words your family can list over the course of the school year. Feelings can be fun and are helpful to create strong, compassionate and connected kids and families!

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### **Homelink Week 2: Lovey Dove Teaches Us How Friendly Signals Create Friendly Places!**

This week your child met Lovey Dove. Lovey is our Kimochis character that teaches compassion, kindness, and friendliness. Lovey always reminds us to be friendly to everyone on the school campus, not just our close friends. Ask your child about Lovey to learn more about the helpful qualities this Kimochis character can bring to your entire family.

Using friendly signals (smile, say hello, head nod, wave, high five) is both cultural and personal but at our school we are practicing sending friendly signals, so EVERYONE feels they matter and count. If people do not send friendly signals we learn not to make “snap judgements” about peers and adults based on only these nonverbal signals, as we all communicate differently.

This week, your child learned about Friendly feelings and the Kimochis® Kotowaza: Friendly Faces Create Friendly Places. This saying can inspire and encourage your child to act on ways to make school a friendly place for everyone.

**Why this skill is important:** A friendly school climate is created through actions. When all students, teachers, and families understand and use friendly signals an inclusive, connected and friendly school environment is created. A friendly environment encourages our hearts and minds at both work and play.

**Kimochis® Family Challenge:** Inspire everyone in your family to be friendly on our school campus and in the community by saying hello, smiling, making eye contact, and inviting others into your conversation by using their names. This will send the message that there is room for everyone.

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### Homelink Week 3: Huggtopus Helps Us With Partners

This week your child met Huggtopus. Huggtopus is an exuberant octopus that teaches children how to read body language and other important signals during interactions. Huggtopus was born with 6 tentacles which makes Huggs different than her friends. Huggtopus showed your child the power of “naming” or simply saying it before people ask how you are different. Ask me more about this Name It tool if you are feeling curious.

We also explored Kimochis® Kind Partner Rules. These help students pair up in a way that is not hurtful or embarrassing. When children are paired as partners it can be emotional and complicated. Your child has learned that it is okay to have preferences when working with partners. However, it is not okay to turn someone down or be unfriendly with your words, voice, face or actions when you are not paired with the classmate you hoped for. We are kind to everyone and do our best to work as a team!

For older children we also learned general Kind Partner Rules

Your child can explain the rules, but basically:

Make eye contact

Walk toward your partner in a respectful way.

Kindly say, “We’re working together.”

**Why this skill is important:** Anyone can be kind and respectful when paired with a partner they like or want to work with, but it can be more difficult if you are partnered with someone who is not your “friend”. Learning to work with all classmates takes kindness, patience, and respect.

**Kimochis® Family Challenge:** Seek to connect and partner with people you don’t know well. For example, if you are walking with a group of parents, make it a point to walk with the parent who is the least familiar. Encourage your child to request playdates with classmates that they don’t know as well as others. This is a positive way to practice getting along with children they don’t know well.

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### Homelink Week 4: Cloud Likes To Include Everyone

This week your child met Cloud. Cloud is our moody Kimochis character who can feel happy one minute and then sad or mad the next. Cloud helps everyone learn that it is okay to be mad, but it is not okay to be mean. In the coming weeks Cloud will teach your child many helpful communication tools. This week we focused on the importance of inclusion as no one wants to feel left out and how to use our eyes to notice if someone wants to play and what words we can use to invite them.

For older children we also learned tools to find partners, as it can be very emotional when you feel like you can't find a partner.

Your child can explain the steps, but basically:

- The first person you see is your partner. No pass-overs.
- Move out of the way or sit down when you find your partner. This will help others see who still needs a partner.
- If you don't have a partner, raise hand, move, and call out, "I still need a partner."
- Look interested so people know you are fun to work with.
- Help others find a partner.
- Bounce. Be flexible like a ball and move on quickly if the first person you asked is already taken.

And even when we follow "Kindness Partner Rules," kind kids from kind homes will both get left out and accidentally leave others out. Kind kids will also leave others out on purpose as they will sometimes forget to be kind. Our school does not tolerate unkind or hurtful behavior, but we value these teachable moments where we can coach students on how to redo a moment when they have been unkind, and also support children in knowing what to do when unkindness is experienced or witnessed. This is a very long journey of learning that we invite you to join us as you are your child's first and primary teacher. Together we are better!

Please help us keep all our children and families feeling safe by not discussing others unkind behaviors. Your concern is our concern and we invite you to bring any concerning behavior to the school's attention as we can better teach children kinder ways of interacting if kids and families do not feel that others are labeling or speaking about them behind their back. We don't speak about other students' academic performance so we are hoping you will join us to not speak about others behavior unless of course you admire it!

**Why this skill is important:** A school where students seek to include everyone in play and conversation is a happy and emotionally safe place to be.

**Kimochis® Family Challenge:** Seek to include others. Show your child how you get included too. Look for ways to connect with parents, teachers, and kids at school that you don't know well. Consider making a family challenge of talking to one new person each time you are on campus.

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### **Homelink Week 5: Cat Helps Us Understand How We Are The Same And Different**

There's no doubt you are hearing about Kimochis® from your child. Over the course of the last 4 weeks they have met Cloud, Bug, Lovey Dove, and Huggtopus. Today we introduced the final Kimochis character, Cat. Cat is a strong leader, but she needs support when her strong opinions overshadow her peers. She teaches children how to Redo a moment when we forget to take turns, share, and value other ideas.

Ask your child to describe the Kimochis® characters. Have fun and consider together which Kimochis® character you might think each family member is the most like, and why. This discussion can help all family members understand how they “come across” to others. As your child learns more about themselves and others, you can have rich discussions about personality and temperament and how to use effective tools to improve social relationships.

The Kimochis® characters can be a safe third-party to help children consider their own personality and temperament. They can also help children learn about others so that we all can treat each other with patience, tolerance, kindness, and compassion.

**Why this skill is important:** When students have a better understanding of each other's personality and temperament, they can show patience, kindness, and tolerance toward each other.

**Kimochis® Family Challenge:** Make a point of sharing how you feel unique or different, and how you have embraced this as something special. At mealtime or in the car, talk about how you admire people you know that have differences or challenges and how they handle them in positive ways.

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### **Homelink Week 6: Key I - Call Name, Wait For Eye Contact, Give A Communication Tap Before You Speak.**

This week your children learned the benefits and importance of initiating communication in appropriate and kind ways. When students learn how to get attention from peers and adults respectfully, they create a social-emotional connection that leads to successful outcomes. Communication Key I teaches children that to get someone's attention.

Your child can show you the steps to Key I, but basically:

Call the name of the person you want to speak with.

Wait for eye contact before beginning to speak.

If necessary, give them a communication tap, before speaking.

**Why this skill is important:** When children use this tool, it eliminates confusion and reduces the chance of a communication error. Teaching children to be assertive when they speak by using eye contact and saying the person's name creates room for deeper connections.

**The Kimochis® Family Challenge:** Everyone will look first to see if someone is busy before talking and remember to start conversations by calling the person's name, waiting for eye contact and using the communication tap, if necessary. This week be conscious to not communicate with your children from opposite sides of your home. Instead get in some more face time when you talk as a family.

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### Homelink Week 7: Key 2 - Use a Talking Voice Instead of a Fighting Voice

This week, your child explored how a Talking Voice and Serious Voice can help to maintain healthy social interactions. We got introduced to Kimochis® Key 2. This Key will help your child stay aware of how they use their voice. Sometimes, when we have upset feelings, it is easy to yell or use a tone of voice that makes the situation worse instead of better. This lesson taught your child how to use a Talking Voice (calm tone of voice, slightly slowed down with appropriate volume) rather than a Fighting Voice (loud, hurtful tone of voice). When we feel upset and are able to use a Talking Voice, we raise the odds that others will want to understand our feelings and resolve conflicts. Make a point of acknowledging your child for using a Talking Voice when they are upset and model using a Talking Voice yourself.

For older children they learned the Boomerang - a communication tool to not yell back when someone yells at you or has a bossy tone. When someone uses bossy talk with you first say their name with an inquisitive tone of voice, a kind face and simply say their name to show that you think they did not realize how bossy they sounded. Give them a chance to Redo the moment. Then say, "That's okay. Sometimes I yell too. Now what were you saying?"

**Why this skill is important:** Students who can regulate their tone of voice when experiencing upset emotions are more likely to resolve social-emotional problems and maintain healthy relationships.

**Kimochis® Family Challenge:** Practice using a Talking Voice when expressing upset emotions. Acknowledge others for using a Talking Voice when you know they are upset. At mealtime everyone can share what time of day, situation, or feeling can be the most challenging to use a Talking Voice. An example might be getting out the door in the morning. Ask for family members to give you positive feedback when they see you using a Talking Voice when challenged by the difficulties of the morning routine.

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### **Homelink Week 8: Key 3 - Use A Talking Face And Body Instead Of A Fighting Face And Body**

This week your child learned Kimochis® Key 3 and explored how important it is to use an appropriate facial expression and body language when communicating. This Key helps your child to maintain a positive facial expression Talking Face and body language Talking Body when experiencing upset emotions and conflicts. Your child learned that a Fighting Face and Body can often make things worse. When your child can keep their face and body from looking aggressive or hurtful, others will be more willing to listen. Your child learned how to notice and read the facial expressions and body language of others as a way to understand the emotion behind the words.

For younger children we also explored having a Serious Face as a way “to turn up the seriousness, but not the meanness”. A serious face has wide eyes and raised eyebrows. This facial expression sends a message that you really mean what you say.

For older children we also learn about how much of our first impression comes from a person’s nonverbal signs. We explored how do they “come across” and how it is not necessarily in the way you are thinking and feeling, but is what people think and feel about you.

**Why this skill is important:** Students who can “read” and use appropriate facial expressions and body language are more likely to resolve social-emotional problems and maintain healthy relationships.

**Kimochis® Family Challenge:** Have a family discussion at mealtime and choose a situation where you can each practice using a Talking Face and Body instead of a Fighting Face and Body. Ask family members to give one another positive feedback when efforts are made to not yell and to avoid facial expressions and body language that are not helpful.



### **Homelink Week 9: Key 3 - Use A Talking Face And Body Instead Of A Fighting Face And Body**

This week we continued to focus on Key 3 and learned how to use a Talking Hand and Stop Hands to peacefully resolve social-emotional conflicts. This week your child learned how we can use our body to “talk” without using words. We practiced a communication tool called the Talking Hand. This hand gesture is a positive and effective way for your child to respond to peers or siblings when they grab items from them.

Your child can show you the Talking Hand, but basically:

- 1) Put your hand out palm up
- 2) Use your other hand to tap your open palm
- 3) Wait patiently for the person to return the object
- 4) Say, “thank you” with eye contact when they do.

The second communication tool your child learned is Stop Hands. This gesture is a non-violent and effective way to let someone know you want them to stop something that is not fun for you. Hold your hands up near your chest, palms faced outward and fingers spread. These hands are communicating, “please stop” without talking. Your child learned that they can use Stop Hands if play gets too rough or if someone keeps saying or doing something that is hurtful. Stop Hands can do the trick!

For older children we also teach the I Mean It Message Without Being Mean. When needed this is a 3-step process:

1st attempt: Give a gentle shoulder tap, call the person’s name, pause and then say what you need. For example, “I need you to stop tapping your pencil.”

2nd attempt: Say “I asked you to stop nicely.”

3rd attempt: “ I asked you twice nicely to stop. Am I going to have to get the teacher?”

**Why this skill is important:** Students can use nonviolent, nonverbal communication tools, such as the Talking Hand and Stop Hands to resolve upset feelings and conflict in the heat of an emotional moment.

**Kimochis® Family Challenge:** Have a family discussion so your child can show you each of these nonverbal communication tools. Brainstorm together when and where these strategies can be effective – for example, with a sibling that grabs use Talking Hand or overpowers them use Stop Hands. Loop back at a family mealtime to ask if anyone has found a need to use these tools and if they were effective.

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### Homelink Week 10: Key 4 - Choose Helping Words Instead Of Hurtful Words

This week your child learned Kimochis® Key 4 and explored the difference between helping and hurtful words. This Key helps us to think before we speak and to consider our word choice. In our lesson we talked about words that make our hearts feel good and words that hurt our feelings and, of course, our hearts. Your child learned that everybody makes mistakes and we can all accidentally use words that hurt.

Your child can use the following communication tool when they hear hurtful words:

Place a hand over your heart

Show a gentle, but hurt facial expression

Make eye contact with the person who hurt you

Say, “Ouch” in a soft, but hurt tone.

When the person acknowledges they made a mistake say, “Thanks”.

For older children we teach the Knowing Look when someone speaks in a hurtful way (make friendly eye contact and shake your head slightly to communicate, “Hey, don’t do that”). This gesture will remind classmates to Redo the moment in a shame-free way. No questions asked!

When communication mistakes are made at home, all family members can use this tool to let other family members know that they have hurt your feelings so they can apologize and make things better.

**Why this skill is important:** When students use helpful words and avoid hurtful words they can resolve social-emotional conflicts in peaceful ways.

**Kimochis® Family Challenge:** Your family may wish to use the above communication tool as a way to let someone know they hurt your feelings, so they can apologize and make things better. Appreciate family members as they practice working to avoid hurtful words and use helpful words to express upset feelings.

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### Homelink Week 11: Key 5 - Be Brave and Redo Hurtful Moments

This week your child learned Kimochis® Key 5. This Key helps us to remember to own and name our mistakes by apologizing and making things right. Although younger children may not always realize when they have said or done something wrong, they need to understand why it's important to say they are sorry. Learning the words "I'm sorry" comes faster than the genuine feeling behind it (Severe, 2005). As children develop the skills to take the perspective of another person, their apology skills improve. Children who can learn to redo communication mistakes will have healthier and more successful social relationships.

Why not consider making a family agreement that everyone gets a Redo so that when we are not at our best, we can do that moment over again! Have a family discussion about how it is easy to "lose it" or lose your Keys when you are feeling upset. Tell your family that no one is perfect, but everyone can work on making small improvements in the way we talk and treat one another when we are upset. Take the lead as the parent and take the family challenge described below.

**Why this skill is important:** Everyone makes communication mistakes that create regret and shame. This skill helps students to be brave and redo hurtful moments, strengthening relationships and creating a positive school climate. Children will understand that we all make mistakes and need to remember to redo when this happens.

**Kimochis® Family Challenge:** Redo (start again and do hurtful moments over) when you can see and hear that the way you spoke was hurtful. Recognize family members courage and effort to take a redo. Make it a family agreement that everyone can ask and give a redo because everyone makes mistakes!

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### Homelink Week 12: Review the Keys to Communication

This week, our class reviewed the Kimochis® Keys to Communication. Children will understand that using the Kimochis® Keys to Communication can contribute to positive social-emotional moments. The Kimochis® Keys to Communication form the foundation of this Social-Emotional Communication Program. As you have seen over the last six weeks, the Keys teach children how to use their tone of voice, body language, and appropriate words and actions when in emotional moments. We hope that you are beginning to see your child becoming more aware of their feelings and communicating in more positive ways. Many parents share that as their child learns these life skills, they too are fine-tuning their own communication skills. Your best teaching is through modeling the use of the tools and sharing with your child how you are learning new skills.

**Why this review is important:** When students become fluent using the Kimochis® Keys to Communication in social and emotional moments, they are more able to communicate with respect, responsibility, kindness, and compassion. Students who use the Keys can be counted on to handle challenging social-emotional situations with character.

**Kimochis® Family Challenge:** Take turns sharing which Kimochis® Key you are most proud of being able to use in the “heat of the moment” and one Key you will actively practice improving. For example, “I am more aware of not yelling or use a Fighting Voice when I feel stressed, but I want to work on not speaking until I get your eye contact.” You can also have each family member give one another one compliment and a wish. “I appreciate that you (describe what you know they are working on to improve their communication). I would like you to consider (describe something you would like them to work on).”

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### Homelink Week 13: Left Out Feeling - Getting Included In Play

This week, we talked about the feeling Left Out and the Kimochis® Kotowaza: It's Always More Fun When We Make Room For Everyone. Kotowaza translates to a wise wisdom. It inspires children to make efforts to get themselves included in play and conversation, in addition to including others. No one likes to feel left out. At our school, we are helping students learn to play and interact in inclusive and kind ways. And, even as our students are learning these skills, many children will experience feeling left out. Often this experience can be more painful for parents than it may be for the student. Experiencing left out feelings can help children learn how to be inclusive.

**Why this skill is important:** When students make room for everyone an inclusive and friendly school climate is created. Students can use positive communication tools to get themselves included. Children will understand how to use positive and effective ways to get included in play and conversation.

**Kimochis® Family Challenge:** Have a family discussion about the feeling of Left Out. Share stories of both what you do when you see other's left out and what you do when you feel left out. Ponder how sometimes we can feel left out when we want to be a part of something and have not been invited YET. This week, consider having your family watch what each of you do to get yourself included when you feel a touch left out. No doubt, you will discover you have effective ways to join a conversation or activity that your children can learn to use the next time they feel left out.

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### Homelink Week 14: Left Out Feeling - Including Others

This week, we continued to talk about the Left Out feeling and Kimochis® Kotowaza: It's

Always More Fun When We Make Room For Everyone. Your child learned how to use their eyes and ears to notice that another child might be feeling left out. We talked about how important it is to “take the time to be kind” and include everyone. Together we practiced how to use our eyes (by looking around the playground) and our ears (by listening to others) to notice that some peers might need an invitation to join.

**Why this skill is important:** Students who seek to include all, not just close friends, help to create a school community where children can have a strong sense of belonging. These students take the “time to be kind” and include others. Children will understand the importance of using their eyes to see and ears to hear to determine when others need to be included in play, games, or conversation.

**Kimochis® Family Challenge:** Go out of your way to be inclusive in your community. Say hello and invite others to join you in conversations. Look for people who might be feeling left out and open your circle to include them. Acknowledge family members as they actively seek ways to make room for others and help those who may be feeling left out.

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### Homelink Week 15: Mad Feeling - Cooling Down

This week, we talked about the Mad feeling and the Kimochis® Kotowaza: It's Okay To Be Mad, But It Is Not Okay To Be Mean. This Kotowaza helps children to understand that it is acceptable to have mad feelings (all humans experience them) however, it is not okay for anyone to express those feelings by being hurtful or unkind to others. We all know how easy it is to use our eyes, face, voice, body language, words, and actions in unkind ways to express our mad feelings. Your child learned several communication tools to express mad feelings in a way that is not hurtful to others. One tool to cool down is to take a calm-down breath before speaking. Each student chose the cool down strategy that they felt would work best for them.

Ask your child to share their cool down strategy and acknowledge your child when you see them using it effectively. Another tool was to use “positive self-talk” to help upsetting thoughts get smaller and calmer (“This isn’t so bad. I can handle this.”). Ask your child what positive self-talk words they might be using as a way to cope with mad feelings.

**Why this skill is important:** When students know that it is okay to be mad, but it is never okay to be mean with your tone of voice, face, or body language, a climate of calmness and respect will be created. Children also need concrete strategies to calm down their upset feelings. Children will understand how using cool down strategies can help to express mad feelings in positive and safe ways.

**Kimochis® Family Challenge:** Ask each family member to identify one situation that can make them feel really mad. For example, “When I say it is dinner time and no one comes to eat, and I have to repeat myself, I feel really mad.” Take the Cool Down Challenge and commit to using a deep breath or other cool down strategy the next time you find yourself in this maddening moment. Check in at family mealtime on how this is working for everyone and see if anyone has discovered other ways to cool down mad feelings so you can communicate in a way you won’t regret.

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### Homelink Week 16: Mad Feeling – Big Mean Things That Aren't True

This week in our Kimochis® lesson, your child is continuing to learn about how to understand and express Mad feelings without being hurtful or mean. This week your child learned that when people get really, really mad they sometimes say Big Mean Things That Aren't True. These are words such as: "You're not my friend anymore!", "I'm never playing with you again!", or "You're not coming to my birthday party!". We talked about how these words hurt others, but they really are not true. Your child understands that sometimes others can say hurtful things but rather than getting upset they can compassionately ask with a gentle voice and face, "Are you mad at me?". Responding peacefully to hurtful words moves the conversation into a helpful mode, so that upset feelings and conflicts can be resolved.

**Why this skill is important:** When we feel mad sometimes we can say hurtful things that aren't really true. These hurtful words are Big Mean Things That Aren't True. However, instead of getting upset students can ask with a Talking Voice and Face, "Are you mad at me?" Children will understand how important it is to use compassion and kindness when upset and avoid saying Big Mean Things That Aren't True.

**Kimochis® Family Challenge:** Invite family members to bravely admit to habits they have that are hurtful. Take turns naming words that are commonly used that are hurtful and not helpful when feeling mad or upset. Decide as a family to NOT use these words. Agree that if you slip up, you will take it back by saying, "I'm sorry, I should not have said that. I am just really, really mad." Also, tell your child that when they use hurtful words you will say, "Try again." This means they can tell you why they are mad, just without the hurtful words. No questions asked and no lecture after your child bravely Redoes the maddening moment. You may however want to give a hug, smile, or a pat on the back. Your child will KNOW what you are saying without even having to say a word!

# Kimochis®

## First Grade



### Homelink Week 17: Brave Feeling - Trying New Things

This week, we talked about the Brave feeling and the Kimochis® Kotowaza: Be Brave Enough To Stand Up And Speak Or Sit Down And Listen. We talked about how being brave means you might feel shy, scared, embarrassed, or unsure, but you can get yourself to say and do what you know is right and best. We talked about how being brave is not a “superhero feeling”.

Children are always learning new things which can feel overwhelming if you like to get it right the first time. It helps to remind children that practice makes better not perfect! It is common to make lots of mistakes while learning so they learned the tool Positive Self-Talk. These are helpful, positive statements you say inside your brain when something is hard, and you want to give up. We practiced statements like, “I can do this!” and “I’ve done hard things before!”.

For older children, we continued to explore how sticking with hard things develops your perseverance. Encourage your child to use the strategies they learned. Acknowledge them when you observe bravery and the ability to stick with something hard to the end.

**Why this skill is important:** Students who are brave and willing to try new things (even if they are hard or scary) tend to be more successful in school and in life. When students understand that we all can feel like beginners and make mistakes, they are learning an important life lesson! Children will understand how to show bravery when trying new things and sticking with tasks, even when they are challenging.

**Kimochis® Family Challenge:** Initiate a family discussion about what it feels like to be a beginner at something or not quite as good as your peers. How do you stick with things when they are frustrating, or when you are embarrassed or angry that you haven’t accomplished them yet? Invite family members to take turns sharing something that they have now accomplished and recall how many years of practice it took to learn this skill. Your child will love to hear about how you finished a tough task when you were a child!

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## First Grade



### Homelink Week 18: Brave Feeling - Saying Sorry

This week, your child learned more about Brave feelings and saying sorry. Being brave is about owning mistakes that you made and apologizing when your mistakes hurt feelings or created problems for others. It is emotional to own up to mistakes and say sorry.

We can feel afraid and think, “I will get in trouble,” or ashamed and think, “Now everyone knows I am not perfect,” or disappointed and think “I am so much better than how I acted.” Knowing how to make a sincere, heartfelt apology can help your child cope with those feelings. Kimochis says, Put Your Brave In Front of the hard to have feelings and do what is right.

Your child can use the following step to say sorry when they say hurtful words:

1. Apologize quickly
2. You have to mean it (Use a sincere tone of voice and face.)
3. Tell why you are sorry (Example, “I’m sorry I didn’t wait for you.”)
4. Give it a name (Example “I’m sorry I didn’t wait for you that wasn’t kind.”)
5. Make things right! (Example, “What can I do to make things better?”)

**Why this skill is important:** Being brave is also about learning from your mistakes and apologizing when you hurt others’ feelings. Learning how to own one’s mistakes and apologize in a sincere, truthful way makes for happier, healthier relationships.

**Kimochis<sup>®</sup> Family Challenge:** Have a family discussion about the concept of regret and the value of being able to own your mistake and apologize. Take the lead in sharing a regret you may have and how you plan to make things right with someone in your life. Invite family members to do the same if they are ready. The most important part of this challenge is to have the discussion about being a person who has the courage and character to apologize. Then, make it a teachable moment when you owe an apology and find it challenging to give and you do it anyway. Recognize your child's courage and character when you witness them doing likewise in real life.

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## First Grade



### Homelink Week 19: Brave Feeling - Forgiving Others

This week in our Kimochis lesson, we talked about how two wrongs don't make things better or right. We helped children learn how to choose forgiving thoughts such as, "I know she/he didn't mean to do or say that." or "I've done things like that before." When we remember that we all make mistakes we are more easily and quickly able to sincerely forgive others which can help them grow as they now learn kinder ways to handle emotion filled moments.

Children learned that you need to be brave to forgive others for mistakes that they made. Our theme is everyone makes mistakes, and everyone can learn and grow when we offer other's a redo. Forgiveness is the ticket to growth and close connection as we feel we do not have to be perfect but rather always strive to be our best self. Give people second chances!

Your child learned the 3 Habits to Forgive:

Habit 1: Forgive quickly (Forgiveness can be something you do easily and quickly.)

Habit 2: Two Wrongs Don't Make a Right (Don't try to get back at someone.)

Habit 3: Choose Forgiving Thoughts (Think, "I know she didn't mean to do that" or "I've done things like that before.")

For older children we added two more advanced steps to forgive:

Habit 4. Give it a name (Example "That was mean of me to say that.")

Habit 5. Make things right! (Example, "What can I do to make things better?")

**Why this skill is important:** Being brave is also about learning to forgive when someone hurts your feelings. It takes resiliency and a generous and compassionate heart to remember we all make mistakes with how we communicate feelings. It is kind and helpful to forgive and allow others to have a redo to make things better. When children are able to forgive and forget, they maintain healthy and happier relationships.

**Kimochis<sup>®</sup> Family Challenge:** Take the lead in sharing how you feel when you make a mistake and how you feel when others forgive you when you sincerely apologize and work to not make the same mistake again. Invite family members to share their experiences. Why not create a family challenge to practice accepting others sincere and brave apologies and giving others a Redo as we all make mistakes, and these help us learn and grow. Consider making your family a Second Chance Family! Everybody makes mistakes and everybody gets a Redo and gets that second chance to do better.

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## First Grade



### Homelink Week 20: Silly Feeling - For Silly To Be Fun, It Has To Be Fun For Everyone

This week, your child learned about Silly feelings and the Kimochis® Kotowaza: For silly to be fun, it has to be fun for everyone. This Kotowaza reminds children that it is not kind or acceptable to be silly at someone else's expense.

Some children, especially boys, tend to play with a “rough and tumble” style. Many young children just quit when they don't like the play anymore. Instead of quitting children learned they can they can change what they are playing to keep having fun together. Here are some helpful sentences to stay connected and/or keep playing:

- “I want to play, but let's not be so wild.”
- “I want to keep playing, but can we play something else please?”
- “This is getting too crazy; Let's do something else.”
- “I had fun, but I'm done for now.”
- “What else can we play?”

For older children we explored that kind kids do NOT make fun of others or play in ways that cause shame or harm to others. For children to actually follow this positive way of interacting with others, they need to learn how to:

Recognize that you accidentally hurt feelings when you were just trying to be funny. We focused on paying attention to the nonverbal signs, sounds, and words that indicate someone is no longer having fun and you need to stop.

Say in an effective, but not aggressive, way that people need to STOP something that does not feel funny to you.

Ask people to stop hurtful behavior when you see someone who is not able to speak up for themselves.

**Why this skill is important:** This skill helps students look for the clues that fun or silliness has gone too far and that everyone is not enjoying it. Children also learned that it is not kind or acceptable to be silly at someone's expense. Children will understand how to recognize and act on social cues that indicate a game is no longer fun.

**Kimochis® Family Challenge:** Discuss as a family the concept of the “Knowing Look” when you see that someone has hurt feelings (shake your head “no” and give eye contact and a facial expression that says, “That's not nice. Don't.”). Likewise, challenge everyone to use a Talking Voice and say, “Don't” or “Stop” when you see any behavior that is hurtful to someone and others are laughing rather than putting a STOP to it.

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## First Grade



### **Homelink Week 21: Silly Feeling - Know When To Be Silly And When To Be Serious**

This week we talked about how it can be difficult for some children to control their bodies and brains, and to stop being silly when it is time to be serious. So, another Kimochis® Kotowaza for the Silly feeling is: Know When To Be Silly And When To Be Serious. Many personalities enjoy making people laugh and will do things wrong on purpose or make jokes to be silly. However, children with this temperament need to develop the emotional control to know when to stop. Helping children to understand this Kotowaza will help them learn to monitor and inhibit their impulses to be silly when it is time to be more focused and serious. We used the words “self-control” which will prompt your child to bring yourself back to focus and settle down. You can use this prompt at home. Acknowledge your child when they can control their body and brain, and shift from silly to serious.

For older children we additionally explored how sometimes we act silly when we are actually having hard to have feelings. We call that masking our feelings or covering them up. We also shared the idea of nervous laughter which is when we laugh, but we are really feeling anxious or upset. These are beginning conversations to help your child understand their emotions and practice being true to what they are really feeling.

**Why this skill is important:** At school and at home there are times to be silly and times to be serious. Children learned to use self-control to bring their bodies and brains back when it is not time to be silly. Children will understand the connection between using self-control to monitor their bodies and brains and being a successful student.

**Kimochis® Family Challenge:** Think about all of your silly family traditions and come up with some new ideas for your list. Maybe a dance party or breakfast for dinner. Also explore when it is important for you to be serious. For example, at the Dentist or being introduced to a new family friend. When children forget ask them in a kind way, “Is this a time be silly or a time be serious?”

# Kimochis®

## First Grade



### **Homelink Week 22: Proud Feeling - I Am Happy For You And Happy For Me.**

This week, your child learned about Proud feelings and the Kimochis® Kotowaza: I Am Happy For You And Happy For Me. This saying can inspire and encourage your child to feel pride in themselves in addition to feeling proud of others. Young people, and even most adults, appreciate being recognized and acknowledged for their effort and accomplishments. This week our class studied pride and helped students reflect on reasons to feel proud of the way they are rather than for what they own or have.

The discussions we are having at school and the ones you can have at home can help your child move away from sharing pride for a material object to the pride they begin to experience when being a good friend or trustworthy student.

For older children we took the conversation deeper and explored the distinction between pride and bragging to help your child deliver pride in a way that might encourage others to celebrate with them. Students got practice sharing what they appreciated about class members. Likewise, students got practice receiving compliments to feel their own unique pride. Feeling encouragement is powerful and can last a long time in our hearts and minds.

**Why this skill is important:** When students have the ability to share pride without bragging, everyone feels encouraged to do their best, rather than having to be the best. The Kimochis® Way helps children feel proud of their accomplishments and celebrate successes for others.

**Kimochis® Family Challenge:** Look for ways to admire and congratulate others for their best effort, growth, and successes. Practice sharing pride in humble ways. Loop back at family mealtime to share your observations and experiences.

Today was our last direct instruction Kimochis lesson. Now school and home together can enjoy practicing the Kimochis Keys to Communication to create strong family emotional bonds and help your child succeed in school and in life.