



# **Grade Level Guide: 4<sup>th</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**



## 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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## Fourth 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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### 4th Grade Road Map

Scope and Sequence Page(s)	Topics	Feel Guide Page(s)
14-18	Integrating Social Emotional Learning In Your Classroom All Day Long	47; 50-53
19	Social-Emotional Development Milestones for the Grade	n/a
21-22	<b>Week 1: Meet Bug And Learn 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: Meet Lovey Dove And Learn How To Give Friendly Signals</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: Meet Huggtopus And Learn To Be Partnered</b> <b>FOCUS:</b> Learning to work with all classmates takes kindness, patience, and respect.	18-19; 162
27	<b>Week 4: Meet Cloud And Learn How To Find A Partner</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; 163
28-29	<b>Week 5: Meet Cat And Sort By Kimochis Characters</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<sup>®</sup> 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
30	<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
31	<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	30-31; 61

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	raise the odds that others will want to understand our feelings and resolve conflicts.	
32	<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.	32-33; 187-188
33	<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; 143
34	<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; 205
35	<b>Week 11: Key 5 Be Brave and Redo</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.	38-39
36	<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
37	<b>Week 13: Left Out Feeling: Getting Included In Games and Conversations</b> <b>FOCUS:</b> When students make room for everyone an inclusive and friendly school climate is created.	160-161
38	<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.	170-171
39	<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
40	<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.	144; 146

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41	<b>Week 17: Brave Feeling: Trying New Things And Sticking With Hard 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.	148-149; 157; 188
42	<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
43	<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.	155-156
44	<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	174-176; 180-181
45	<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.	177
46	<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.	218-220; 223

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# Launching Kimochis: How To Integrate Social Emotional Learning In Your Classroom 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 halfway through the school year that their students do not actually know their classmates by name!
2. Some teachers have a 30-45-minute Kimochis® lesson once a week. Others have scheduled two 15-20-minute lessons twice a week. 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® lesson (otherwise they may ask you over and over again when they will have another Kimochis lesson!).
4. We suggest teaching lessons on mid-weekdays (Tuesday, Wednesday, or Thursday). Avoid Monday as these are frequently holidays throughout the school year and the Kimochis® lessons will be missed.
5. A strategic time to implement the Kimochis® lessons is right before recess. This will provide your students immediate practice and review of the Kimochis® skills/habits as they go out to the playground.
6. Consider establishing a routine for Kimochis®. Create a Kimochis 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!
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).

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### 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.
3. 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!
4. 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.
5. You can also use a Kimochis<sup>®</sup> Circle to address specific behavioral issues (See Setting up a Kimochis<sup>®</sup>
6. Circle below for more information).

### 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, but not required. This will make passing the characters and feelings around the circle easier and will encourage all students to participate. However, your students may be more comfortable sitting at their desks which is fine. Please reference your Week Lesson in order to organize the Kimochis<sup>®</sup> characters and feelings before starting the lesson. Sometimes it's hard to find the right feeling at the right time! 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 level of knowledge to the lessons.
2. Consider how to co-teach the Kimochis<sup>®</sup> 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)

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 a 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.

#### Using Kimochis Journals

(pages 50-51)

1. We recommend that students use a Kimochis® Journal. Activities are outlined on pages 50-51.
2. There are also writing prompts for journals provided at the end of each Feeling Lesson under the *Commitment to Character*. For example, a suggested prompt on a page 146 for the Mad Feeling is “*What one action will help you recognize mad feelings?*” For example, “*I could think about how I feel inside.*”
3. You can also ask students to write their responses on a small piece of paper that you collect. You can then read these aloud later as an effective way for students to hear what their classmates have experienced.
4. You can ask students to write in their journals on a daily basis after recess. This will give you a “way” to assess how each student is doing socially and emotionally on the playground.
5. Some educators ask students to write in their Kimochis® Journal after a Kimochis® lesson. They may give them a specific prompt or ask students to just write what they are feeling at that moment.

#### Using a Kimochis Bowl of Feelings

(pages 52–53)

1. Many educators have found that a Bowl of Feelings gets used frequently by the adults and student’s in the classroom! There are many different ways to use a Bowl of Feelings (pages 52-53). These strategies will help to increase your students’ social-emotional understanding and capabilities.
2. Use the Bowl of Feelings activities for Kimochis® Circles.
3. Keep the Bowl of Feelings in a special place in the classroom.
4. Use the Bowl of Feelings to encourage richer writing.
5. Ask all students to nod their heads when they have a main character in mind.
6. Ask all to clap their hands when they know what will happen to this character.
7. Students can hold a Kimochis® Feeling that their character will have. Other students can describe what this feeling could look like, sound like and feel like.



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8. Instruct students to start writing and use these feeling descriptions in their stories.
9. 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.

### Implementing Kimochis Help Notes

(page 50)

1. Kimochis® Help Notes are an anonymous way for students to communicate social-emotional issues that are challenging for them. See page 50 for ideas on how to set up Kimochis® Help Notes.

### Setting up a Kimochis Circle

1. A Kimochis® Circle is different than teaching the lessons (even though many are taught sitting in a 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 model.

Here are a few norms to follow:

2. One person speaks at a time (Students hold a Kimochis® Feeling or character when it is their turn to speak).
3. Students can “pass” if they do not want to speak.
4. Coach students to say “someone,” instead of using a name.
5. Talk about what happened. “*You can be mad, but you cannot be mean.*” (No put downs!)
6. 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 when 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 can be increased.

7. Once a week, the principal, assistant principal, secretary, custodian, yard duty or librarian might help to lead a Kimochis® Circle. Select a feeling for students to share stories. For example, “*Someone tell me a story about being kind. Tell 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 an online forum where you can access online training videos for each lesson and other useful downloadable materials such as Homelinks (activities you can send home to reinforce each lesson), 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 with more helpful ways to help kids with BIG feelings.

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### **Fostering Home-School Connections**

1. Be sure to check the Kimochis® Educator's Portal for Home Links that will 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 growing up and in life.



## Social-Emotional Development in Fourth Graders

### How Students Grow

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

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

Fourth grade is a time of rapid learning for kids.

Fourth graders:

- Want to put some distance between themselves and adults, and may rebel against authority
- Need to be part of a group
- Seek independence
- Has a high activity level
- Can express a wide range of emotions and verbalize easily
- Can empathize
- Can think independently and critically, but are tied to peer standards
- Begin to increase their sense of truthfulness
- Are typically not self-confident

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

In fourth grade, students are learning how to make decision and set standards.

Encourage fourth graders as they:

1. Begin to make important decisions
2. Gain a greater sense of responsibility
3. Set personal standards
4. Develop personal interests and abilities
5. Develop social skills
6. Learn to engage in-group decision-making

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## Weekly Lessons



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### WEEK 1: Meet Bug And Learn 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. Consider doing the **Introduction to the Kimochis®** lesson first 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 Happy, Shy and Brave Feelings
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 name tag 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 a 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 feeling. 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 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.”
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).

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### 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 Shy and Left Out Feelings). Bug will help us learn communication skills that help us get along with friends and at school.
5. Pass Bug around the circle.

### Play 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. 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. Name and Favorite Food
  - Start by saying, "I am Mr. Jones and my favorite food is rice." Student on your left says, "You are Mr. Smith and your favorite food is rice. I am Jose and my favorite food is ice cream."
  - Students continue around the circle saying the previous person's name and food. It will be difficult to remember everyone's names and food all around the circle! Challenge your students to try!
3. Name Bingo
  - Each student gets a blank Bingo card (make copies). Students walk around room and fill in blanks with other students' names. Play like Bingo. Play until all students' cards are filled.
4. Play other name games you know.
5. Invite the principal (school staff, parents, volunteers) to join your class for name games. 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.
6. Invite other second grade classes to come to your room to play name games.



### WEEK 2: Meet Lovey Dove And Learn How To Give Friendly Signals

**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 Proud and Kind Feelings
3. Identify, imitate and use several different *Friendly Signals* with peers and adults

**Name Tag Reminder:** You may want to put a nametag on Lovey Dove! Don't forget Turtle Dove!

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

*Materials: Lovey Dove, 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® wise-wisdom) (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.
4. Ask students what they can do to 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."
6. Buddy with a younger grade level and do a Friendly Signal activity (see next activity).

(Continued on next page)

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**Note About Friendly Signals:** Help children understand that using Friendly Signals is both cultural and personal. For example, a person may be shy and does not send Friendly Signals easily. However, this does not mean they are unkind or unfriendly. Once students understand this concept, they are less likely to make “snap judgments” about peers and adults based only on nonverbal signals.

### 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
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 or get too silly
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. Toss the Friendly Feeling to signal whose turn it is to speak.
  - *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 make posters of the Friendly Kotowaza.



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### WEEK 3: Meet Huggtopus And Learn To Be Partnered

**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 Huggtopus, tell about her story and recognize Silly and Frustrated Feelings
2. Know how to name differences in self
3. Demonstrate how to greet and accept a partner in a kind and respectful way
4. 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 Huggs' 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 Lovey's 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 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 162-163)**

*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.
2. Second graders can feel self-conscious when partnered with a student of the opposite gender. In the first round of this activity, place students of the same gender together. Before the second round, ask students to make sounds that would make boy and girl partners uncomfortable. Explain to the students that these sounds are “off-limits” because everyone wants to feel safe and secure in our classroom.
3. Brainstorm facial expressions, hurtful words and other hurtful actions that are off limits.
4. End lesson by placing students in boy/girl partners.
5. Play this game frequently because the more you play the better your students will become.

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### WEEK 4: Meet Cloud And Learn How To Find A Partner

**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:** Cloud, Mad, Sad, Happy, Pass-Overs

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

1. Identify Cloud, tell about his story and recognize Mad and Sad Feelings
2. Demonstrate how to find a partner in a kind and respectful way
3. Demonstrate how to make sure no one gets left out

#### Introduce Cloud and His Feelings (pages 14-15)

*Materials: Cloud, Happy, Mad and 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.

#### Finding a Partner:

##### LEFT OUT – Respectful Activity 2: Finding a Partner (page 163)

*Materials: Markers, poster board with Kimochis® Kind Partner Rules: Finding a Partner*

1. Make another poster with the Kimochis® Kind Partner Rules: Finding a Partner.
2. Review the Kimochis® Kind Partner Rules from last week's lesson. You can talk about the similarities and differences.
3. Keep both posters posted in the classroom so you can refer to them frequently and students are set up for success.

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### WEEK 5: Meet Cat and Sort By Kimochis Characters

**The Kimochis® Way:** Students continue to understand the Kimochis® characters and feelings. Kimochis® Kids practice patience, kindness and tolerance toward others.

**Kimochis® Vocabulary:** Cat–Curious, Cranky; Cloud–Happy, Mad, Sad; Bug–Left Out, Brave; Hugtopus–Silly, Frustrated; Lovey Dove–Proud, Hopeful

**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 all feelings are okay. Cat will teach us what to do when we feel curious or cranky.
6. Pass Cat around the circle.

#### Students Sort by Kimochis® Characters (New!)

*Materials: All Kimochis® characters*

1. Review the personality of each character.
2. Place the Kimochis® characters in different areas of your classroom.
3. Ask your students to “*Go to the Kimochis® character who is. . .*”
  - ...*the most like a friend (or relative) of yours*
  - ...*the one you would like to be more like*
  - ...*the hardest one for you to get along with*
  - ...*the easiest one for you to get along with*

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4. You can use one or all of the prompts above.
5. When all students have sorted in various ways, then ask them to go to the Kimochis® character they think they are the most like.
6. Write the following prompts on the board:
  - I am easy to be around because...
  - It can be tricky to be around me because....
7. Ask each group to select one person to share to the larger group.
8. Students who wish to share on a personal level hold the character. They share what can be challenging about them to be around. They can share with friends what they would like them to say and do when they are not reacting in a positive way. These are called “agreements.”
9. Go first and share at a personal level. This can be a vulnerable, yet powerful experience for students.
10. Wrap-up by reassuring students that the point of this exercise is to grow in understanding ourselves and each another. This allows us to practice patience and kindness when we are not at our best.
11. This sorting activity can be effective and fun to play throughout the school year. You can ask your students to sort themselves in different ways.
12. Your students will be able to come up with additional and creative ways to sort themselves.

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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 attention with 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.

#### **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: Hugtopus*

Tips for lesson success:

1. Hugtopus 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 second 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:** Students sit at their desks. Give a student a Communication Tap and say, “That’s my seat.” That student makes eye contact and says, “Sorry” and gives a Communication Tap to another classmate. Keep going until all have had a turn.

#### Key 2 – Activity 1: Talking vs. Fighting Voice (page 30; 61)

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

Tips for lesson success:

1. Cat is an excellent character to teach Key 2 because she frequently forgets and uses her Fighting Voice.
2. Demonstrate using the characters as puppets. For example, make Cat say, “Move” to Cloud with a Talking or Fighting Voice. Prompt students to 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.
4. Put the Feelings in the center of the circle, face side up and ask students to find a Feeling that presents a challenge to use a Talking Voice.
5. 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.
6. Students can role-play using a Talking Voice in predictable situations such as cutting in line, sitting in another’s seat, asking for something, etc.).
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. Repeat the same message using a Serious Voice. Use Kimochis® characters and then students can role play on their own.

#### Key 2 – Activity 2: Boomerang—A Communication Tool to Not Yell Back When Yelled At (Elementary: page 31)

*Materials:* Cat

Tips for lesson success:

1. When someone yells, your body wants to yell back.
2. This activity gives your students the experience of how choosing a calm verbal and nonverbal response to an unkind interaction can make a situation better.

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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
3. Demonstrate the significance of a good “first impression”

**QUICK REVIEW of Key 2:** Find upset Feelings (Mad, Sad, Frustrated, Jealous, Embarrassed). Toss a Feeling to students who are willing to share how they have become more aware of their tone of voice and volume.

#### **Key 3 – Activity 1: Building a Common Language (page 32)**

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

*Materials: Cloud*

Tips for lesson success:

1. Cloud is an excellent character to teach Talking Face and Fighting Face because his faces are so visual.

#### **FRUSTRATED – Responsible Activity 2: Kimochis® Charades (page 187)**

*Materials: Hugtopus with Frustrated, Mad, Scared tucked in pouch*

*Write these phrases on the board: 1) Say what you see, “You look frustrated.” 2) Check it out, “Are you frustrated?”*

#### **First Impressions (New!)**

*Materials: None*

1. Talk about how much of our first impression comes from a person’s nonverbal signals.
2. Link the concept of first impressions and how you “come across.” Explain that “coming across” is not necessarily what you are thinking or feeling, but is what people think and feel about you.
3. For example, ask students if they have ever had a negative opinion about someone because of the way their facial expression and body language read. What about shy people? Can they come across as unkind when they are really feeling shy?
4. Invite students to share ways they “come across” that do not reflect how they really feel. Get the conversation started with this prompt, “*I can sometimes come across as\_\_\_\_\_*” (know it all; overly competitive; bossy; mean; quiet; disinterested; etc.).
5. At a future class meeting, invite students to share first impressions they may have had that were not accurate. For example, “I thought someone was unfriendly, but really they are just a bit shy.” Likewise, have students share any new awareness about their own body language. Ask them if they have made any conscious adjustments, such as making sure to make eye contact, or smile, etc.



# Kimochis®

## Fourth Grade



### **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 socialemotional

conflicts. Kimochis® Kids 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
3. Use skills to demonstrate assertiveness with peers

**QUICK REVIEW of Key 3:** Toss the Surprised Feeling to students who are willing to share how last week's lesson on First Impressions is creating a new awareness of self and others.

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

*Materials: Cloud*

Tips for lesson success:

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 (some say “Asking Hand”).

#### **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 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 student learn to use their hands in a way that really lets others know they are setting a limit!
4. Practice the Stop Hands numerous times as a group first and then individually.
5. Use prompting frequently to help students learn this skill.
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. Remind students that setting a limit means, “*I am asking you to stop a behavior,*” not, “*I don't like you.*”

#### **MAD – Responsible Activity 2: Sending an “I Mean It” Message Without Being Mean (page 143)**

*Materials: Cloud*

Tips for lesson success:

1. It is important to teach and practice all three parts of this strategy.
2. Teach students how to use a “Serious Face.” Also, model taking a step back as a way to cool down. This also gives a visual and tactile way to make a “boundary.”



### 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 repair hurtful moments
3. Show how to give and receive a Knowing Look to discourage hurtful behavior

**QUICK REVIEW of Key 3:** Students who wish to practice the Talking Hand put a pencil on their desk. Walk up and grab it, student uses a Talking Hand. Practice the Stop Hands by walking around the room and invading their space (be sure that students volunteer first).

#### Key 4 – Activity 2: Loaded Words (Elementary on pages 36-37)

*Materials: Mad, Sad, Frustrated, Cranky, Jealous Feelings*

Tips for lesson success:

1. Cloud is used in this teaching activity, but Lovey Dove is also a good Kimochis® character to remind students to use “helping words.”

#### CRANKY – Responsible Activity 1: Oops That Came out Wrong (page 205)

*Materials: Cat*

Tips for lesson success:

1. Remind students that they can try to get out of cranky moods. Brainstorm what might help them (take a walk, read a book, listen to music, play with the dog, tell people you feel cranky, etc.)

#### The Knowing Look (New!)

*Materials: None*

1. Tell students that sometimes we all need to Redo a hurtful way of communicating.
2. Suggest that the class agree to simply give a 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!
3. Role-play by asking a student to say “Move” in an unkind way. Model The Knowing Look to communicate, “You are nice, but that did not come out very nicely.” This is the signal to ask the person to Redo the moment without shaming them. This tool helps with hurtful and bullying behavior.
4. Ask the student who was loud and hurtful how they felt when you responded with The Knowing Look.
5. Ask who would like to practice. Role-play by talking to one of them in a hurtful way. “Stop, that’s not nice.” Then redo the moment.
6. Wrap-up this activity by asking, “Where and how you use the tool, Knowing Look, in real life?” For example, think about a time at lunch when someone is being unkind. You can bravely give a Knowing Look to encourage your classmate to stop being unkind. Reassure students that it takes courage to redo a moment when someone lets you know your actions or words have been hurtful.

# Kimochis®

## Fourth Grade



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

**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:** Ask students to share what seems to work best to stop others when they are hurtful. The “Knowing Look” is just one communication tool. Create role-plays so students can demonstrate other quick, shame-free ways to stop hurtful behavior.

#### Key 5 – Take-Backs and Do-Overs (Elementary on page 38)

*Materials: Cloud, Hugtopus, Cat, Bug*

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 shows with all of the Kimochis® characters. Cloud, Cat and Hugtopus are especially good because they make lots of mistakes! Allow students to be goofy and use crazy words as this creates safety and is appealing to older students.
4. Continue to use the word “Ouch” and shake your head to say “No, don’t do that.” 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.

#### Key 5 – Activity 2: What Feeling Gets the Best of You? (Elementary page 39)

*Materials: Mad, Frustrated, Cranky and Sad Feelings; Add Jealous, Left Out and Embarrassed if your students seem to understand the concept.*

Tips for lesson success:

1. Students may need some prompting and assistance with this activity.
2. Consider making this a nonverbal activity by asking students to find and show a Feeling rather than talking about one.

# Kimochis®

## Fourth Grade



### WEEK 12: Review the Kimochis Keys to Communication

**The Kimochis® Way:** When students become fluent using the 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:

I. 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. Review a Key as a transitional activity.

#### Activities for each Key:

**Key 1:** Students sit at their desks. Give a student a Communication Tap and say, “That’s my seat.” That student makes eye contact and says, “Sorry” and gives a Communication Tap to another classmate. Keep going until all have had a turn.

**Key 2:** Find upset feelings (Mad, Sad, Frustrated, Jealous, Embarrassed). Pass a feeling to students who are willing to share how they have become more aware of their tone of voice and volume.

**Key 3:** Students who wish to practice the Talking Hand put a pencil on their desk. Walk up and grab it, student uses a Talking Hand. Practice the Stop Hands by walking around the room and invading their space (be sure that students volunteer first).

**Key 4:** Ask students to share what seems to work best to stop others when they are hurtful. The “Knowing Look” is just one communication tool. Create role-plays so students can demonstrate other quick, shame-free ways to stop hurtful behavior.

**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 when they used Key 5. Toss Brave to students who are willing to finish this prompt, “I could be a better communicator if I...”

# Kimochis®

## Fourth Grade



### WEEK 13: Left Out Feeling - Getting Included in Games and Conversations

**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 and conversation

**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 160)

1. *It’s always more fun when we make room for everyone*

#### LEFT OUT – Self-Awareness and Self-Regulation (page 161)

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

Tips for lesson success:

1. Do the first activity under the heading **Communicate** (dot stickers).
2. Be sure to choose a student who can handle being left out to be the one who does not get a dot.

#### LEFT OUT – Getting Oneself Included (New!)

*Materials: Ball*

1. Ask students to name what they like to do at recess.
2. Invite students to share their best tips and tricks for joining a game or conversation. Get them started by saying, “*What I do is I...*”
3. Then say, “*Let’s learn some communication tools that will raise the odds that kids will let you join them.*”
4. Ask for three students to come up to the front of the room and pass a ball to each other.
5. Walk toward them and stand where you can be easily seen. Smile and tap the shoulder of the student you know best or who is most “likely” to include you. In a friendly voice say, “*That looks fun. Can I please join?*” Say, “*thanks*” after the students make room for you.
6. Call FREEZE. Students name everything you did to *raise the odds* that the kids would include you.
  - Stood where you could be seen.
  - Used a friendly face, body language and tone. (Key 2 & 3)
  - Got attention in a positive way. (Key 1)
  - Strategically asked someone who looked friendly or has included you in the past.
  - Said, “*Thanks*” when the kids said you could play (this creates a positive connection and raises the odds that kids will want you to join in the future).
7. Allow students opportunities to practice using the communication tools above to get in the ball play.

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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. Ask “*How did it go?*”

#### **LEFT OUT – Compassionate and Kind Activity 3: *Looking to Include You* (page 170-171)**

*Materials: Bug, a ball*

Tips for lesson success:

1. Use the Kotowaza as a reminder for students: *It’s always more fun when we make room for everyone.*
2. Some students who are more socially challenged may not know the rules or how to play recess games. These students can be paired with a socially confident peer who could teach and guide the student.
3. 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.
4. Buddy with a younger class so your students can help them learn to follow the rules of games.

#### **LEFT OUT – Compassionate and Kind Activity 4: *Want to Join Us?* (page 171)**

*Materials: None*

Tips for lesson success:

1. Encourage students to use their eyes to see and ears to hear that others want to be included.

# Kimochis®

## Fourth Grade



### 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

**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. Show how to warn others when you are mad

**QUICK REVIEW of including others in play:** Ask students if they included a classmate in play or conversation. Ask, “How did you do it?” Ask students to put their heads down (or close eyes if on the floor). Then ask, “If you have been more inclusive, hold your thumb up. If you have notice others being more inclusive, hold your thumb up.”

#### **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. Turn his face halfway 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 – Respectful Activity 2: Warn People How You Feel (page 142)**

*Materials: Cloud*

Tips for lesson success:

1. Students can hold Cloud and share what helps them the most when they feel mad. For example, “When I feel mad, I’d like to be alone.”
2. Create role-plays both asking for what they need, and respecting others needs when pretending to feel mad. “Jackie, I like you, but right now I need to be alone.”

# Kimochis®

## Fourth Grade



### 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, Catch it-Own it

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

1. Show different communication tools to manage mad feelings
2. Demonstrate how to use positive tone of voice, facial expression and words when feeling mad
3. Cope with statements that are Big Mean Things That Aren't True

**QUICK REVIEW of Mad Feeling:** Toss 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 and Cool Down strategies help us share our feelings in more positive ways so we can feel better more quickly.

#### **MAD – Responsible Activity 4: Catch it, Own It, Redo It (page 144)**

*Materials: Cloud*

Tips for lesson success:

1. Encourage students to use the word, “Oops” when they make a communication mistake.
2. If students don't want to use “Oops,” brainstorm another word or sound they can use to own and repair a mistake.

#### **MAD – Compassionate and Kind Activity 3: Choosing Compassion and Kindness— Big Mean Things That Aren't True (page 146)**

*Materials: Cloud*

Tips for lesson success:

1. This activity can help students to understand times when others say Big Mean Things That Aren't True and what to do about it when it happens.
2. Make a poster for your classroom that says Big Mean Things That Aren't True with an international NO symbol through it.
3. 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 and allow for a more productive conversation that helps to resolve hurt feelings and solve problems.



# Kimochis®

## Fourth Grade



### **WEEK 17: Brave Feeling - Trying New Things And Sticking With Hard 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. (Some teachers have made up stories; just be sure you remember what you told the kids!)

#### **BRAVE – Compassionate/Kind Activity 3: Brave Talk (pages 157-158)**

*Materials: Bug, Brave, Excited, Happy, Scared, Uncomfortable, Curious, Proud, Shy Feelings*

Tips for lesson success:

1. This activity focuses on trying new things.
2. Students love to use Bug as an example of trying new things (He want to learn to fly).

#### **FRUSTRATED – Resilient Activity 1: Practicing Perseverance (pages 188-189)**

*Materials: Huggtopus*

Tips for lesson success:

1. This lesson will give your students opportunities to practice self-talk when they want to give up.

# Kimochis®

## Fourth Grade



### 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 and forgiveness are necessary
2. Apologize with sincerity and truthfulness

**QUICK REVIEW of Brave Feeling:** Tuck Bug’s wings in the pocket in his back. 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?”)

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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, Forgive

**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 Brave Feeling:** Pass the Sorry Feeling around the circle and ask students to say “Sorry” in an insincere voice. Do again with a sincere voice. Ask, “Which voice makes you feel the person really does feel sorry?” Students can pull Feelings that make it challenging to give a sincere apology (Scared, Embarrassed, Guilty, Sad, Shy).

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

*Materials: Bug with Brave Feeling tucked in pouch*

Tips for lesson success:

1. Teach all five Habits (see pages 155-156 and below).
2. You may want to teach several a day.
3. Make a poster of the 5 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.

#### **5 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.”)

**Habit 4:** Forgive and Forget (Forgiving doesn’t necessarily mean all your hurt feelings will go immediately away.)

**Habit 5:** Stand up to Repeat Offenders (If someone keeps hurting you, speak up for yourself or get help.)

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## Fourth Grade



### **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. Demonstrate the use of kind and peaceful strategies to set boundaries when peers are too silly or trying to be funny

**QUICK REVIEW of Brave Feeling:** Ask if any students would be willing to share a time they were able to forgive someone for something they did. Give them the Brave Feeling to hold while they report their experience.

#### **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: Huggtopus with Silly Feeling tucked in pouch*

#### **SILLY – Compassionate and Kind Activity 2: That’s Not Funny (page 180)**

*Materials: Mad, Sad, Sorry, Scared, Surprised, Shy Feelings*

Tips for lesson success:

1. Be sure to clarify what the phrase “at someone’s expense” means.

#### **SILLY – Compassionate and Kind Activity 4: I’m Just Kidding (pages 181-182)**

*Materials: None*

Tips for lesson success:

1. Emphasize how students must remember to use a Talking Voice, Face and Body.

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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, “masking”

**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. Recognize when they might be “masking” their true feeling by being silly or acting crazy

**QUICK REVIEW of Silly Feeling:** Toss the Silly Feeling. Ask students to share what new awareness they have about jokes, teasing and silliness that can accidentally hurt.

#### Know when to be Silly and When to be Serious (New!)

1. Even fourth graders continue to have difficulties controlling their bodies and brains and knowing when to settle down to be serious.
2. Although this may seem basic, it can help to make clear boundaries about the silly versus serious times.
3. Brainstorm times to be silly and times to be serious with your students.
4. Make a poster to show times for each.
5. 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 – Responsible Activity 3: Bring Yourself Back (page 177)

*Materials: All Kimochis® characters*

Tips for lesson success:

1. Use the emotional vocabulary, self-control, prompt and guide your students by reminding them to “bring yourself back.”

#### Masking Silly Feelings (New!)

*Materials: All Kimochis® feelings*

1. Students sit in a circle with Feelings in middle. Hold up Silly Feeling. Tell students, “*Sometimes we act silly when we are actually having an upset feeling. We call that ‘Masking our Feelings’ or covering them up.*”
2. Student volunteers select an upset feeling that is often masked with silliness (for example, Sad, Embarrassed or Uncomfortable).
3. Tell students that there is something called “nervous laughter” which is when we laugh, but we are really feeling anxious or upset.
4. This activity can work as a *No talking allowed* activity. Students just show a Feeling rather than telling about it.

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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, they 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
3. Demonstrate a positive response when peers brag

**QUICK REVIEW of Silly Feeling:** Reflect on the words, self-control. Ask students if they needed to use self-control over the past week. Ask, “How did it feel to know what to do and say when self-control was needed?”

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

1. *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:

1. Help your students hear and see how bragging can hurt feelings.

#### **PROUD – Respectful Activity 1: Be Careful Not to Brag (page 220)**

*Materials: None*

Tips for lesson success:

1. Children with social-emotional challenges will struggle to understand the perspectives of others. Use the Lesson Enhancement #4 WHEN-THEN to visually show how bragging words affect the feelings of others.

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

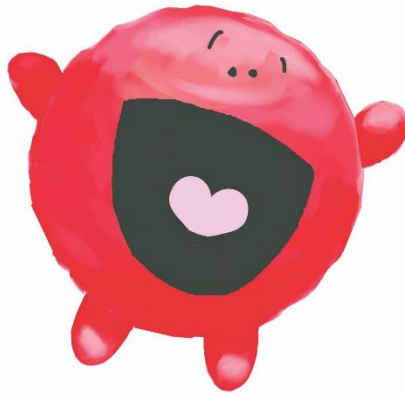
1. This is a powerful activity that focuses on how students can express, listen and manage pride.
2. Writing prompt: Is it more important to do your best or be the best?

# Kimochis®

Fourth Grade



## Homelinks (Parent Letters)



**EXCITED**

# Kimochis®

## Fourth Grade



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*®. 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® characters, feelings, and lessons from the *Kimochis® 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® 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® 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® 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® on their website or join them on Facebook and Instagram!



# Kimochis<sup>®</sup>

## Fourth Grade



### Homelink Week 1: Meet Bug And Learn 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!

# Kimochis<sup>®</sup>

## Fourth Grade



### **Homelink Week 2: Meet Lovey Dove And Learn How To Give Friendly Signals**

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<sup>®</sup> 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<sup>®</sup> 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.

# Kimochis®

## Fourth Grade



### Homelink Week 3: Meet Huggtopus And Learn To Be Partnered

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.

# Kimochis®

## Fourth Grade



### **Homelink Week 4: Meet Cloud And Learn How To Find A Partner**

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 stills 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.

# Kimochis®

## Fourth Grade



### Homelink Week 5: Meet Cat And Sort By Kimochis Characters

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.

# Kimochis®

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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.

# Kimochis®

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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

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!

# Kimochis®

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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).”

# Kimochis®

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### **Homelink Week 13: Left Out Feeling - Getting Included In Games And Conversations**

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.

# Kimochis®

## Fourth Grade



### 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.

# Kimochis®

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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!



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### **Homelink Week 17: Brave Feeling - Trying New Things And Sticking With Hard 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!

# Kimochis®

## Fourth 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® 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.

# Kimochis®

## Fourth 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® 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.

# Kimochis®

## Fourth 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 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.

# Kimochis®

## Fourth 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®

## Fourth 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.