Kimochis®

The Playful yet Powerful Social Emotional Learning Tool

Creating Confident, Connected and Compassionate Kids

Early Childhood Curriculum Training

Activity 1: How Feelings Work (Feeling Helpers)

Alternative recipe from the curriculum. You will need:

- Feeling pillows – Happy, Sad, Mad, Left Out, Scared, Loved and Excited
- Two paper plates – one plate with a happy face, one with a sad face

1. Invite your students to sit in a circle on the rug for Kimochis Circle Time. Share that Kimochis means "feelings" in Japanese. Ask them to share what they know about feelings.

2. Explain that everyone has feelings, and today you will be looking at some feeling words they already know and teaching them how feelings work.

3. Place the two plates with the happy and sad faces in the middle of the circle and sprinkle familiar feeling pillows face side up on the rug.

4. Together, look at all the feeling faces and observe your students' curiosity.

5. Next, pick up one feeling at a time. Show and say the feeling word and have the students repeat after you. Now, invite them to make a face and sound that goes with that feeling. Ask if anyone has a story of what might create this feeling. For example, someone might feel scared when he or she hears thunder.

6. Now you're ready to work with your students to sort the feeling pillows. For each feeling pillow, decide if it's a feeling our bodies *enjoy* having or *don't enjoy* having (a "hard to have feeling"), and place it on the appropriate plate.

7. To wrap up this activity, explain that your class will be learning communication tools to create more of the feelings we enjoy having. You'll also learn tools to make things better for ourselves, others, and between one another, when we have "hard to have feelings."

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Activity 2: Check-In Tool

Consider leaving the two paper plates out, with the happy and sad faces, as a tool for students to *show* rather than *tell* what they are feeling.

For example, when you see a student come in from recess looking upset you might say, "It looks like you are having some hard to have feelings. Feel free to put the Kimochis feeling pillows on the plate if you would like me to understand what you are feeling."

Reminder: Be sure to invite students to also share feelings when things are feeling positive so they understand that Kimochis is not just for solving problems, but also for helping us grow our understanding of others and ourselves, and to have empathy and kindness amidst our feelings.

Activity 3: Build a Bowl

You will need:

- Kimochis Mixed Bag of Feelings
- The "happy" and "sad" paper plates
- A bowl or basket

1. Invite your students to sit in a circle on the rug for Kimochis Circle Time. (Some teachers have created an original, simple song to start their feelings lessons, such as singing, "Kimochis time, Kimochis time, everyone has feelings.")

2. Hold up the paper plates with the happy and sad faces. Activate your students' previous knowledge that we all have feelings we both enjoy having and feelings that are hard to have.

3. Let your class know that today you will be building a bowl of feelings they already know.

4. Have your students recall the feeling words they learned during your last Kimochis Circle Time, and then pull each of these feeling pillows from the Kimochis Mixed Bag of Feelings. Invite students to make the face and sound for each feeling, and then place it in your class bowl.

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5. Invite students to name other feeling words they know and to find this feeling pillow in the bag, Again, invite them to make a face and sound for this feeling. Ask them to tell a story of when a child their age might have this feeling. Toss this feeling pillow in the bowl.

6. Share that each day one girl or boy will be chosen to be the class feeling detective. The class feeling detective will reach into the Kimochis Mixed Bag of Feelings and pull out a new feeling to add to your class bowl. Then everyone will look and listen for this feeling all day long and share stories about this new feeling.

7. Together with your class, choose a spot for your class feeling bowl to live. Share that Kimochis are your classroom feeling helpers, and that your students can go to the bowl to dig out feelings when they want to show or tell someone what they are feeling.

Activity 4: Kimochis Soup

Alternative recipe from the curriculum. You will need:

- Kimochis Mixed Bag of Feelings
- Soup Pot
- Ladle

Begin by inviting your students to make Kimochis Soup on the rug. Sit in a circle around an empty soup pot and sprinkle some Kimochis feeling pillows around it, word side up. Start with making a soup that contains mostly positive feelings, like "birthday soup." Have them toss in all the feelings they have about birthdays.

Note: When it comes to soups containing mostly challenging feelings, like "My friend forgot to share and take turns soup," it can be helpful to keep this activity more objective in the beginning. Use third-person language, such as, "What feelings might kids your age have when a friend forgets to share or take turns?"

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Here are some suggested soups for children ages 3-6:

- First Day of School Soup
- Friendship Soup
- Lunchtime Soup
- Block Station Soup
- Dress Up Station Soup
- Saying Goodbye to our Grown Up Soup
- Birthday Party Soup
- Recess Soup
- I Want More Soup (feelings the students want more of)
- Soup I Don't Like (feelings the students want less of)

Once a topic or theme is chosen, let the students take turns selecting a feeling they have about that topic, and toss the pillow in the pot. You can toss some in too, to make the soup richer and more complex for discussion.

Have your whole class imagine the soup pot is on their lap, and pretend to stir all the feelings together. Give a few children a turn to stir the feeling pillows with the ladle in the real soup pot. (This can create very excited feelings!)

Hand the soup ladle to one student at a time, and let each pull out a feeling pillow with it. (This is super fun as the ladle cups the feeling.) Ask for volunteer students to take turns holding the ladle, and exchange tips and tricks for managing each feeling. Say, "If you would like to share a tip or trick for making things better when you have this feeling, put your hand out and we'll pass you the soup ladle." Note: From time to time create a role-play to act out how to manage this feeling in positive ways.

To wrap up this activity, have students identify one new idea or lesson they learned from this "recipe" that might help them with these particular feelings in the future.

The best thing about this activity is that you can do it over and over—creating new and different soups—talking about how life is also a great big bowl of mixed feelings where we learn something new each time. Consider adding a "Monday Morning Soup" or "Weekend Soup" by letting students toss in a mix of all the feelings they want to have this week or did have over the weekend. Once the soup is made, have them use the soup ladle to pull out each feeling and discuss that feeling. It's a playful and powerful way to begin and end your school week with unlimited variety and potential!

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Activity 5: Morning Meeting Soup

This activity uses the Kimochis Soup recipe to start each day with positivity. You will need:

- Kimochis positive feeling pillows
- Soup pot
- Ladle

Today Soup #1: A soup for creating positivity.

"Let's make today soup and fill our soup pot with all the feelings we hope to have today."

1. Invite your students to sit in a circle on the rug for Kimochis Circle Time.

2. Place the empty soup pot with ladle in the middle of the circle, and sprinkle positive feeling words around it.

3. Once the soup pot is filled with feelings, have students pretend to stir the feelings with their hands; give a few students the chance to stir the real feelings with the soup ladle.

4. Using the ladle, have them take turns pulling out each positive feeling. Have them imagine and share what they might say or do to create this feeling today. As their teacher, you can add new feeling words, such as Hopeful and Optimistic, as a way to introduce more complicated emotions.

5. Have students give a nonverbal signal – like clapping their hands, putting a hand on their hearts, or standing up – if they can imagine saying or doing an action to create each feeling. For example, you could say "Put your hand on your heart if you too can imagine you will ask a friend to play today so you can feel happy and excited."

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Today Soup #2: Predicting, planning, and practicing how to manage hard to have feelings.

"Let's make today soup. I am going to share with you all the fun things I have planned for our class today, and we can make Kimochis Soup about the feelings we might have today."

1. Invite your students to sit in a circle on the rug for Kimochis Circle Time.

2. Place the empty soup pot with ladle in the middle of the circle, and sprinkle some feelings around it. Use feelings people enjoy having as well as some hard to have feelings (example: Happy, Sad, Mad, Excited, Left Out, Curious).

3. Once you have shared the activities for the day, have students put feelings in the soup pot that might occur today. When there are hard to have feelings, talk about and act out how to manage these feelings in helpful ways. For example, "Yes, we might feel frustrated if we can't finish our mural project today. Who would like to hold our Frustrated feeling helper, and tell or show us how you will handle frustration in a way that is helpful?"

Activity 6: Kimochis Mailbox

Children can get creative with feelings when classrooms create a Kimochis Mailbox. You will need:

- Crayons
- The Make Your Own Feeling template
- Scissors
- Homemade class mailbox

1. Have each student cut out a feeling from the Kimochis Make Your Own Feeling template.

2. Invite students to gather in a circle on the rug for Kimochis Circle Time.

3. Excite your students by saying that everyone will make their own feeling. Show them an example of a Make Your Own Feeling cut out shape.

4. Share that you would like to create a Kimochis Mailbox in the classroom, so that at free choice time students can make feelings and put them in the class mailbox.

5. Hold up a shoe box with a slit and suggest that your class decorate your Kimochis mailbox. (Some teachers have used cardboard to make an envelope for their mailbox. Anything that can hold feelings works well.)

6. Discuss with students about where this mailbox should live, and what items should be included at the Kimochis Mailbox station (example: crayons, scissors, etc.).

7. This is also a good time to collaborate with students to create kindness rules about how we play and work at the Kimochis Mailbox station.

8. To wrap up this activity, have students return to their seats as it is time for them to make their very first Make Your Own Feeling. Once everyone is done, invite students in small groups to deliver their feelings to the new class Kimochis Mailbox.

9. At the end of the day, pull out each feeling – one by one – and ask, "Who would like to tell a story about how this feeling arrived today?"

Activity 7: Pocket Feelings

1. Kids often put Kimochis Feeling Pillows in their pockets, so why not show your students how to create a Make Your Own Feeling so they can have a pocket feeling to take home?

2. When a child needs emotional support, it can be helpful to make a Brave feeling to keep in their pocket. Positive feelings (such as Happy, Loved, Proud, Hopeful, Kind, etc.) carried in one's pocket can feel empowering.

3. Some teachers may wish to have their students make the feeling your class learned in Kimochis Circle Time, to bring home and share with their families.

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Activity 8: Positive Behavior Supports

You will need:

- Kimochis Feeling Pillows: Happy, Sad, Mad, Left Out, Sorry, and Kind
- Add any feelings you believe fuel challenging behavior – for example, a student might hit when feeling Uncomfortable

1. Invite the student to the bowl of feelings to make things better together.

2. Hold the Kind feeling pillow and remind that you know this student is kind and that sometimes kind kids forget to be kind when there are big hard to have feelings such as Mad, Sad, and Left Out.

3. Tell the student, talking is not necessary. (It can be easier for some students to show rather than tell feelings.)

4. Looking at the bowl of feelings, ask the student to pull out all the feeling pillows that were happening in their body when they… (name the challenging behavior).

5. Acknowledge feelings and show compassion by saying, "Yes, it can be hard to have (touch each feeling pillow they pulled out and name it).

6. Invite the student to recover in this shame-free way; make things better by holding the Sorry feeling pillow and saying, "Nod your head if you wish you handled your (Mad feeling) in a kinder more helpful way." (Note: Name the feeling they did not handle well.)

7. Invite the student to share. "Can you tell me the story about what happened that created this Mad feeling?" The student may tell you about the incident such as someone grabbed from them or would not share.

8. Acknowledge the challenge experienced by saying something like, "Most kids would feel… " (name the feeling they pulled and the situation they described).

9. Remind him or her that when friends forget to be kind it is never okay to be unkind or hurtful. The Mad Kotwaza can help students regulate behavior when feeling upset. (Mad Kotowza*: It's okay to be mad but it's not okay to be mean*.)

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10. Ask if they have a tool to handle this challenge in kinder ways. If they do, simulate what happened to them so they can show you how they would use their tone of voice, facial expression, and words next time. Coach students if their new communication plan is not truly kind or helpful and/or proceed to step# 11.

11. Have the student put you in this situation so you can role model how to handle this challenging moment with more care.

12. Reverse roles so the student can imitate your role model.

13. Wrap up by encouraging the student with sincerity and hope. For example, "When friends forget to be kind and grab, next time practice using the Talking Hand like you just did with me. I have confidence that with practice this will become easier for you."

14. Notice and admire when you see a student's effort in a similar challenge. Ex: "I notice you are more aware of your tone of voice when you feel mad. That looks like it is helping."

Modifications: Some students will find it beneficial to go to the bowl without a teacher. Simply teach your class that when you see classmates not handling feelings in kind ways, you will ask them to go to the bowl to pull out the feelings they are having. Explain that you will give them cool down and reflection time and then together you will go to the bowl to make things better.

After the student has had cool down time, the teacher joins the student at the bowl and begins at step #5 above.

Activity 9: Problem Solving Between Students

1. Have students take turns pulling the feeling(s) they were having that fueled the challenging behavior. Ex: Kids that come in from recess yelling may pull Sad, Left Out, Hurt or Disappointed. (Alternately, use the Check-In/Paper Plate tool outlined in activity #2.)

2. Ask student(s) to nod their head if it is helpful to show and understand what everyone is feeling. Remind that people don't wake up in the morning and try to be unkind, but rather we have big feelings that we forget to handle in kind, helpful ways.

3. Ask if students would like a redo. If so, have them simulate the situation and show a kinder more helpful way to handle this challenging moment. Additionally, it can be valuable to have these students bring this back to the entire class as this is a great way to restore good feelings after hurtful moments. (It is recommended that students be offered this choice but not forced.)

4. Note: Younger students often need the teacher to role model the words and show how to handle this challenge in kinder ways. Reverse roles so the student(s) get practice with the new communication plan.

Modification: To coach compassion, ask students to reflect on the situation and pull the feeling they think their friend is having. When students guess incorrectly, ask the student to pull and show what they were feeling so all can understand. When students guess correctly ask if it feels good that their friend knew what they were feeling. (Note: There is no right or wrong with guessing outcomes, as making an effort to imagine what others are feeling is the goal. Often, we do guess wrong for all kinds of reasons.)

After students take turns considering their classmates' feelings, proceed to step #3 above to make things better. (P.S. Often things feel better simply with this dose of compassion.)

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The Kimochis Characters

Early Childhood

Character	Feelings SEL Tools	Story	Personality
CLOUD 	Happy, Mad, Sad • Self-Regulation	• Lives in the sky • Favorite number: 9 • Favorite color: gray • Loves butterscotch pudding and tea	• Unpredictable; happy one day, then mad or sad • Can be moody • Working on controlling his emotions
Helpful Kotowaza:	**Mad:** *It's Okay to be Mad, But It's Not Okay to be Mean* (Pg. 192)		
911 Tools:	**Manage Moods and Anger:** Calm Down Breath **(**Pg. 56) **Yelling:** Serious Voice and Serous Face (Pg. 194) **Grabbing:** The Talking Hand (Pg. 113) **Pushing:** Stop Hands (Pg. 165) **Hurting Words**: Big Mean Things That Aren't True (Cloud's picture book)		
BUG 	Brave, Left Out • Self-Talk	• Lives in a manzanita tree • Favorite number: 2 • Favorite color: magenta • Loves honey • Plays the mandolin	• Smart & very thoughtful • Cautious & a little scared to try new things, but he dreams of flying • Afraid of change • Shy & can get left out
Helpful Kotowazas:	**Left Out:** Make Room for Everyone (Pg. 179) **Brave:** Put your Brave in Front (Pg. 208) **Kind:** Take the Time to Be Kind (Pg. 140)		
911 Tools:	**Fear of New Things:** Bug can try new things (Pg. 75) **Inclusion and Slow to Warm** Use your eyes and ears to be kind (Pg. 186) **Hurtful Moments** How to redo a hurtful moment (Pg. 128)		

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The Kimochis Characters
Early Childhood

<table>
<tr>
<td>HUGGTOPUS
 </td>
<td>Silly, Frustrated
•
Attention and Focus</td>
<td>• Lives in a swimming hole
• Favorite number: 8
• Favorite color: pink
• Special treat is bubblegum!
• Plays the xylophone</td>
<td>• Silly, excited, sometimes, out of control
• Gets too close to friends
• Not aware of others' needs
• Can make anyone feel better</td>
</tr>
<tr>
<td colspan="4">Helpful Kotowazas: Excited: Fun has to be fun for everyone
Silly: Know when to be silly and when to be serious

911 Tools: Interrupting: Recognize the Not Now signal (Pg. 66)
Cutting in Line: Let's practice getting attention when they cut (Pg. 98)
Special Differences: Name It (Pg. 250)
Rough and Tumble Play: Too excited (Pg. 163)</td>
</tr>
<tr>
<td>CAT
 </td>
<td>Curious, Cranky
•
Re-Do Hurtful Moments</td>
<td>• Lives in a cherry blossom tree
• Favorite number: 10
• Favorite color: purple
• Loves warm milk & almond cookies</td>
<td>• Is a strong leader, but can be too bossy
• Can get cranky & take it out on her friends
• Is practicing how to redo her mistakes</td>
</tr>
<tr>
<td colspan="4">Helpful Kotowaza: Curious: When curious, be safe and kind

911 Tools: Bossy Talk: Cat, Talk Nicely (Pg. 86)
Redo Hurtful Action: Be Brave and kind and make things better (Pg. 129)</td>
</tr>
</table>

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The Kimochis Characters
Early Childhood

LOVEY DOVE 	Proud, Kind • Compassion and Empathy	• Adopted her baby, Turtle Dove • Lives in a Japanese maple tree • Favorite number: 11 • Favorite color: yellow • Loves carrots, raisins • Loves to sing	• Sweet and loving • Proud of her friends • Hopeful that everyone will get along, anxious when they don't • Sends friendly signals • Acts and speaks in kind ways
Helpful Kotowazas:	**Friendly:** Friendly Faces Create Friendly Places (Pg. 170) **Proud:** Proud of You… Proud of Me (Pg. 248)		
911 Tools:	**Friendly Climate**: Friendly Signals (Pgs. 46 and 48) **Inclusion:** Kimochis Wingman (Pg. 22) **Appreciations:** Lovey Dove's Proud Nest (Pg. 250)		

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Kimochis
toys with feelings inside

HAPPY

SAD

MAD

BRAVE

EMBARRASSED

FRIENDLY

SORRY

DISAPPOINTED

FRUSTRATED

SILLY

HOPEFUL

LEFT OUT

EXCITED

JEALOUS

CURIOUS

CRANKY

SENSITIVE

PROUD

INSECURE

GRATEFUL

LOVED

GUILTY

UNCOMFORTABLE

SHY

HURT

SURPRISED

SCARED

KIND

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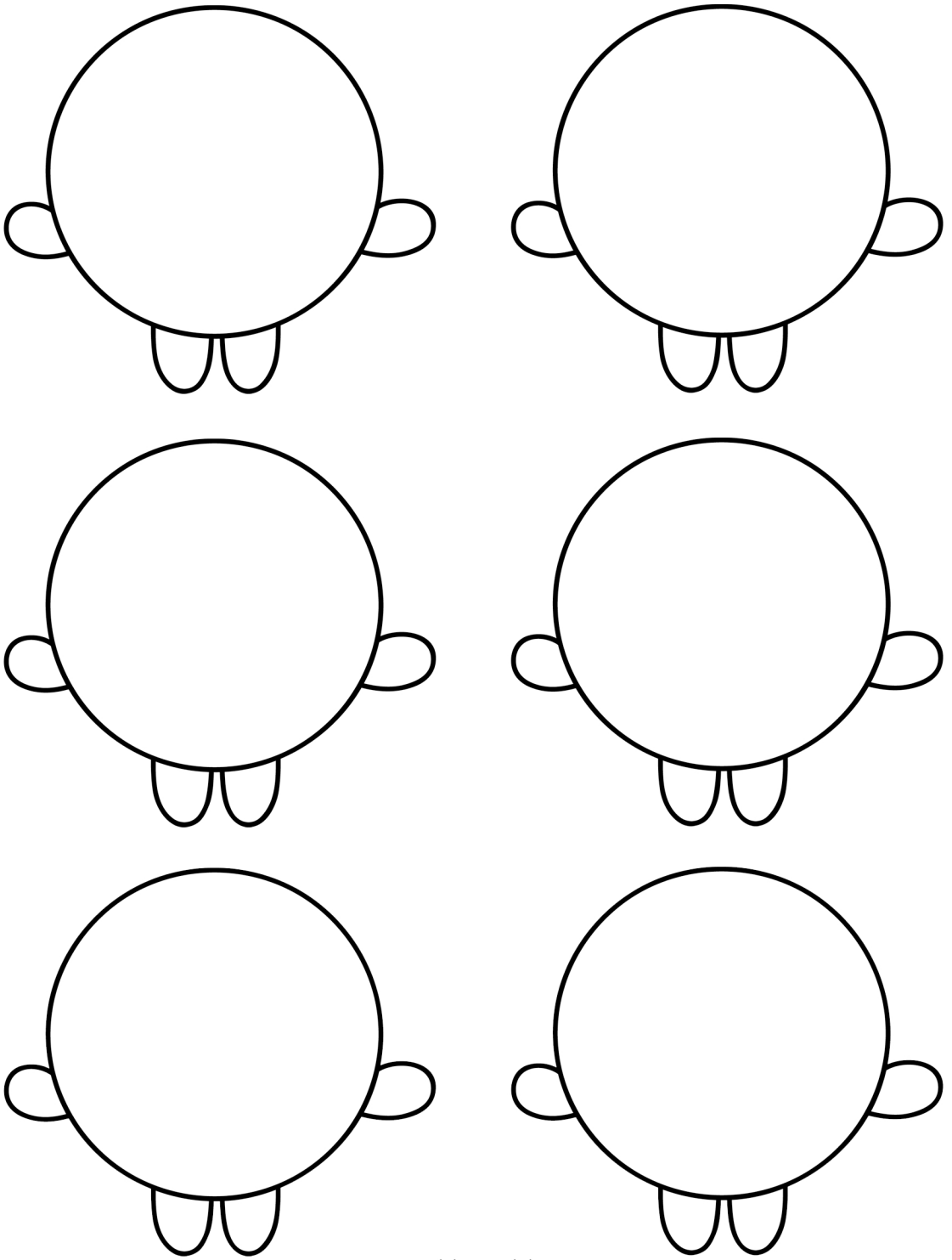
Kimochis®
toys with feelings inside

Make your own feeling!

What does your feeling look like?



Back to School with Kimochis®

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

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

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

Note: For older kids play:

- Charades an act out feelings for family members to guess
- I Spy a feeling you might have when… *people say you can't play*. (Left out)

STARTING & ENDING YOUR DAY IN A POSITIVE KIMOCHIS WAY

1. To start your day with positive feelings, choose a feeling you want to have more of today. Ex. *I want to have more SILLY*.

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

2. Think of one way to create more SILLY feelings.

3. At the end of day share stories of SILLY.

4. Likewise, you can use your Kimochis feeling chart to predict and point to a "hard to have" feeling you don't want to have today. Ex: Frustrated or mad. (Make it clear that everyone has hard to have feelings. These feelings feel hard or ouchy in our body but are very important.)

5. Create a positive plan for what each of you will say and do should this feeling happen. Act out the plan to raise the odds everyone will remember to use this plan when emotions run high.

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6. At the end of the day, share how your feeling plan worked and create feeling plan B if needed. (This is a great way to create resilient people!)

BONUS: FEELINGS CHART IDEAS

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

Share a story about the feeling you really did have.

Finger Twister
Each family member uses as many fingers as they can to touch feelings you had this week. Other family members take turns pulling up one finger at a time and ask questions about this feeling. For example, if your finger was on frustrated someone could ask, *"What made you feel frustrated?"*

3 Pluses and A Wish
Each family member takes turns and shares 3 positive feelings they had this week and one wish for a feeling they want to have tomorrow.

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

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