



HAPPY



SAD



MAD



BRAVE



EMBARRASSED



FRIENDLY



SORRY



DISAPPOINTED



FRUSTRATED



SILLY



HOPEFUL



LEFT OUT



EXCITED



JEALOUS



CURIOUS



CRANKY



SENSITIVE



PROUD



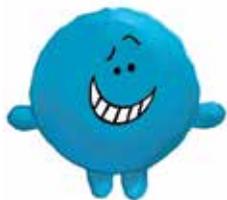
INSECURE



GRATEFUL



LOVED



GUILTY



UNCOMFORTABLE



SHY



HURT



SURPRISED



SCARED



KIND

Kimochis®

Getting Started with Kimochis in the Classroom in 1st Grade

1. Laminate and post your Kimochis feeling chart in your classroom. This will be used for check-ins and more.
2. Print and laminate a Kimochis feeling chart for each student. It works great if you can secure this to the top of the desk for check-ins.
3. Consider creating a laminate feeling deck for each student to keep in their cubby or desk for check-in's and for creative writing to put some emotion into their written work.
4. Find a place for your Kimochis bowl of feelings or create a bowl out of a laminated feeling deck.
5. Check-out the Kimochis Kids Challenges to consider having your kids lead the way and bring one communication tool home to their families.

Distance Learning Modification: Laminate and snail mail or email each student the following Kimochis Resources. If you can't afford to do them all, choose one that you like best!

- Kimochis Feeling Flash Cards: Happy, Sad, Mad, Brave, Friendly, Sorry, Disappointed, Silly, Left Out, Excited, Jealous, Curious, Cranky, Proud, Grateful, Loved, Shy, Hurt, Surprised, Scared, Kind, (It would be so fun and old fashioned to mail your class one feeling a week but that is a BIG extra step.)
- Be a Feeling Detective
- Feeling Chart

Teach How Feelings Work

You will need:

- Feeling pillows or Flash Cards – Happy, Sad, Mad, Left Out, Scared, Loved and Excited and others you think most your class knows
 - Two paper plates – one plate with a happy face, one with a sad face
1. Invite your students to join you for a class meeting. Share that Kimochis means “feelings” in Japanese. Ask students to share what they know about feelings

2. Remind that everyone has feelings and that feelings like to be felt, shared, and talked about. Explain that 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 explain that you are ready to show your students how feelings work. Explain that there are two groups of feelings that all people have. Feelings our bodies enjoy having (hold the plate with the smile) and feelings our bodies do not enjoy having (hold up the plate with the frown.) Share that this later group is called, 'hard to have' feelings as they don't feel good in our body but are important.
7. Now you're ready to work with your students to sort the feeling pillows. For each feeling pillow, together 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.
8. Next, explain that feelings come in sizes. Hold up the Happy feeling and have your students show you with their arms if they want to have happy feelings in small, medium, or big sizes. Next hold up the Sad feeling pillow and ask your students to show you with their hands if they want a small, medium, or big sad feelings. Explain that your Kimochis lessons will give everyone tools to create more of the feelings we enjoy having and learn tools to help make our "hard to have" feelings smaller so that we can make things better.
9. Finally, reassure students that everyone (even grown-ups) can make mistakes when we have "hard to have feelings" if we let our body yell, push, and/or say hurtful words. Share that at your school, All Feelings are Okay. All Behaviors are Not. Reassure, that when people forget to be kind with our BIG "hard to have" feelings we can go to our Kimochis feeling chart and name the feeling and take a redo and start over and communicate in a helpful way the second time.

Note: You will be using these HAPPY and SAD paper plates for check-in's so together with your class, determine a helpful place for the feelings and paper plates to live.

Distance Learning Modification: This activity is an easy one to do in your virtual class meeting. Have the students look at their Kimochis Feeling Chart and take turns naming a feeling and sharing if that feeling goes on the smiling or frowning plate. As the student's name feelings, YOU put that feeling pillow on the corresponding plate. You could also consider asking your students to bring paper plates to your virtual meeting and ask them to sort their Feeling Flash Cards on their plates. Once students have sorted go around the class and have each student name a feeling and share which plate, they put it on. You could ask them to share how a student their age might have that feeling.

Charades and Having Fun Naming Feelings

This is an old-fashioned game that is always a big hit and great way to have fun with feelings! To play, take turns with students pulling Feeling Pillows one at a time and acting out for classmates to guess. Kids like repetition and can get more creative, so you can play this game somewhat regularly to act out feelings. This gives kids a chance to practice showing how feelings can "look" on people's facial expression and body language. First Grades often need the teacher to read the word to them and give them some suggested WAYS they can show this on their face or body.

Tip: You can make this activity more verbal and advanced by lining up the Feeling Pillows on the floor word-side up. Have students take turns describing or acting out a situation in which someone might have this feeling. For example, for Sorry, "A person might have this feeling if they accidentally broke a friend's valuable possession." Again, first graders will need your help but they can get it with practice!

Distance Learning Modification: Students can use their Feeling Charts or Flash Cards for charades in your virtual class meeting.

Become A Feeling Detective Game

Make feelings fun and a part of everyday life.

1. Each day, one student will have the classroom job to be the feeling detective all day long. (It can make it more fun to have a magnifying glass for this child to hold as they pick the feeling of the day.)
2. Invite the "detective of the day" to pick the feeling that your class will look for all day long. For example: "Where is Happy today? Where is Shy today?" This helps children label feelings just like you help children label animals, colors, shapes, and other things in their world to teach vocabulary and awareness.

3. If you own the Kimochis Feeling Pillows, have this child now find the corresponding Feeling Pillow in your bowl. This is a fun matching and learning activity, as feelings will become more and more tangible for them. They will begin to get that...
 - a. Feelings are a thing
 - b. You can hold feelings
 - c. You can see feelings
 - d. You can hear feelings
 - e. You can feel feelings
 - f. You can share feelings
 - g. Feelings are everywhere
4. Allow this child to carry the Kimochis feeling of the day in their pocket. It can be powerful to carry and hold a feeling you are looking for as it makes it more fun, concrete, and can activate interest and learning.
5. To end each day, invite your class feeling detective to:
 - a. Join you and hold up the Kimochis Feeling Pillow or Kimochis: Be A Feeling Detective chart.
 - b. Hold the magnifying glass (if you choose to add this fun touch).
 - c. Share where they spotted or found the feeling of the day. For example, *“I found Sad feelings in the sand box when there were not enough dump trucks.”*
 - d. The teacher can inquire to learn if the detective spotted people working to make the Sad smaller or better. You can say, *“Did you or any of our friends say or do anything to make the sad feelings in the sandbox a little better or smaller? Tell us the story.”*
 - e. Last, the feeling detective gets to call on friends to share where they spotted the feeling of the day. Again, help your students share stories of compassion, kindness, and connection.

Distance Learning Modification: In your virtual class meeting have your entire class be Feeling Detectives. Study and detect one feeling per week so you grow their emotional vocabulary. Invite students to simultaneously say the feeling word, make the feeling face and sound. Ask for volunteers to tell stories about where they have seen this week’s feeling. Highlight what kids say and do to create the positive feelings. (Ex: How did you bring HAPPY into your week?) Also, inquire about how they or other’s made things better when they had an upset or hard to have feeling. (Ex: What do you notice people do to make their sad smaller or better? What do you do?) Share stories of noticing other people’s feelings and acts of kindness to help make things better.

The Kimochis Flash Cards work great for this activity as they can hold the laminated feeling of the week during the virtual class meeting. Consider asking your first graders to help their family members become Feeling Detectives. To do so, they would bring the feeling of the week to dinner and ask all to look for this feeling all week long and share stories about when they see or have this feeling.

NAME IT

When you can see a student is emotionally struggling try to catch it before the feeling grows too BIG by inviting the student to point to the feelings that are “hard to have” in their body right now. When you can name IT, you can often tame IT! Validate their feelings with words that say, it is okay to have that feeling such as saying, *“Of course you are mad. I am glad you told me. Is there more to that mad story.”* Ask them to show you the size of the feeling with their hands. Suggest a calm down breath to help make the size of the feelings smaller so together you can explore how to make things better. Half of the helpful recipe is letting the student feel heard and understood.

Distance Learning Modification: During your other lessons in your virtual classroom there will be numerous ways to name and honor feelings. For example, when you see yawning you might say, *“I think I see some sleepy in some of my friends’ bodies. If you are feeling sleepy clap your hands.”* When you see frustration you might say, *“It looks like some of my friends are feeling frustrated. What can we do to make our frustration smaller or better?”* Likewise share your feelings with the class both positive and the ones that are real and hard to have. For example, you might share your sadness because you miss having them at school. Share what you are doing to help your sad so kids can see that we all have hard to have feelings and there are things that can help make things a little better.

