



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 2nd 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 Kimochis images or Flash Cards
 - 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.
 2. Ask your students why feelings are important. Add some of your own understanding of why your school would take the time to learn about feelings.
 3. Remind that everyone has feelings, and today you will be teaching them how feelings work so your students can make and keep friends and do well in life even when there are big challenges.

4. 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.
5. Together, look at all the feeling faces and observe your students' reactions and curiosity. Explain that feeling like to be felt, shared, and talked about.
6. Next, invite students to pick up one feeling at a time. This student has the group say the word together, make a sound, and face that might go with this feeling word.
7. Ask if anyone has a story of what might create this feeling. For example, someone might feel scared when he or she hears thunder. Have kids clap or make some signal if they too might get this feeling in this same situation.
8. 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.
9. 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.
10. 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.
11. 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.

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.”

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

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?”

Distance Learning Modification: Snail mail can be used to have kids make and mail you feelings they are having. (If possible, send home self-addressed stamps and envelopes.) As feelings arrive in your mailbox showcase them at each class virtual meeting as it will be fun for the kids to see that their feelings arrived! You can also use the Make your Own Feeling Resource with students via seesaw-a digital platform. (Refer to Digital Check-In Chapter of this course for directions.)

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.

