



HAPPY



SAD



MAD



BRAVE



EMBARRASSED



FRIENDLY



SORRY



DISAPPOINTED



FRUSTRATED



SILLY



HOPEFUL



LEFT OUT



EXCITED



JEALOUS



CURIOUS



CRANKY



SENSITIVE



PROUD



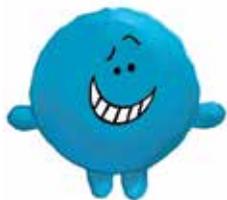
INSECURE



GRATEFUL



LOVED



GUILTY



UNCOMFORTABLE



SHY



HURT



SURPRISED



SCARED



KIND

# Kimochis®

## Getting Started with Kimochis in the Classroom in 3<sup>rd</sup> 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: (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 of 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

4. Place the two plates with the happy and sad faces in the middle of the circle and sprinkle familiar feeling pillows on the rug. Explain that feelings like to be felt, shared, and talked about.
5. Together, look at all the feeling faces and observe your students' reactions and curiosity. Let them buzz and have fun if possible, even if it looks unruly as this is a WAY to make feelings fun and safe to talk about.
6. Next, invite students to choose a feeling they see (on the floor) and explain how someone their age might have this feeling. The other students guess which feeling this student is describing.
7. Once the feeling is guessed, 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. Invite students as a whole class (totally chaotic but totally worth the FUN) or a few students at a time to grab a feeling pillow or image and 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 can be done easily in two ways during your virtual class meeting.

- Introduce the 2 paper plates first and the concept that there are 2 groups of feelings and that today you will sort the feelings on to the corresponding plates. Next, have the students look at their Kimochis Feeling Chart and describe a feeling for classmates to guess. Once the feeling is guessed the student names the plate the feeling goes on and the teacher places it on that plate for the class to see virtually. This is the time to invite students to share if they too have experienced this feeling. If you want to add more discussion you can have them share more by saying, “Tell us a story about (name that feeling).”
- You can also do this activity by asking your students to bring their Kimochis Flash Cards and 2 paper plates to your meeting and then ask them to sort their laminated feelings 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.

## **Heads Down...Thumbs Up**

This is an incredibly effective and quick way to get the emotional weather of your students after recess. You could easily adapt this nonverbal check-in to use before or after any situation you want to check-in on how your class is feeling.

Begin by inviting your students to put their heads down and close their eyes. Turn on soft music and allow all to relax for one minute before you ask prompts that will take a read on how all are feeling.

Here are a few examples of prompts a teacher might ask after recess.: Put your thumbs up if you felt happy at recess. Put your thumb up if you felt left out. Put your thumb up if you knew what to do to make things better if you were left out. Put your thumb up if you saw someone being kind. Put your thumb up if you are having a difficult time finding people to play with. Put your thumb up if you want to have time to talk to me privately today about something that was hard for you at recess.

**Distance Learning Modification:** In a virtual classroom you can pull this off if you can see all the students. If students have access to email you can also email prompts and have them respond separately. Just knowing you care is helpful and it also gives you a sense of each student's inner world. Connect with your school counselor for additional emotional support when you see a concerning pattern. Considering inviting your school counselor to make guest appearances at virtual class meetings. Every teacher can use additional emotional supports for students... especially now!

## **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.