



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 4th 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: 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
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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.

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.
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. Explain that feelings like to be felt, shared, and talked 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.
12. **Bonus Suggestion:** Consider creating a buddy class with a younger grade and pair your 4th graders up to listen and talk about feelings. This is a great model as older kids can normalize feelings by sharing what feelings they had at the younger kids age. Kids can help kids with feelings. Kids that have had a hard time managing feelings in positive ways can make fantastic teachers as their stories of how they use to manage feelings will help younger

kids know that everyone learns from mistakes. The motto is: When we know better, we do better. Your 4th graders can promote growth mindset in action when it comes to emotions.

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.

Feeling Word Wall

Create a *feeling word wall* and challenge you students to reach 100 feeling words. Every time a student thinks of a word it gets added to the list. Use the list for creative writing to have students grab feeling words they will mix into their writing to create more emotion.

Distance Learning Modification: This is an easy modification as you can create a running list of feeling words and share your screen. Each week students can add to the list. Consider having students keep a journal and give them a challenge each week to find 4 new feeling words since they are 4th graders. Use this list to have kids grab feeling words to incorporate into creative writing.

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.