



# Kimochis®

## BE A FEELING DETECTIVE



HAPPY



SAD



MAD



SCARED



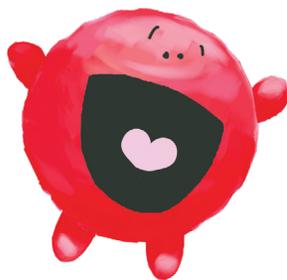
BRAVE



SHY



LEFT OUT



EXCITED



SORRY





# Getting Started with Kimochis in Your Classroom

## Getting Started with Kimochis in the Early Childhood Classroom

**The most important thing:** Make feelings fun and a part of everyday life.

1. Laminate and post your Kimochis Feeling Chart in your classroom. This will be used for check-ins and more.
  2. Print and laminate 2 copies of Be a Feeling Detective for each student. One to keep in their cubby and one to bring home. Print another for yourself to begin and end each day.
  3. Consider creating a laminated deck of Feeling Flash Cards for each student. Each time you introduce a new feeling the kids get a feeling all of their own. (This is MY happy. This is MY sad.)
  4. Find a place for your Kimochis bowl of feelings or create a bowl out of a laminated Feeling Flash Cards. Consider making a Kimochis Corner where kids can go play with their Kimochis and other resources that will make it fun and easy to talk about feelings.
- 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 Kimochis Resources. Start with sending home the Be a Feeling Detective with the directions for home use. Pace sending the other goodies to correspond with what you are presenting in your virtual classroom. For example, you could all color together the Make Your Own Feeling and then show each other and tell about your feeling. It would be super fun and old fashioned to mail your kiddos one laminated Feeling Flash Card a week. Can't you imagine kids looking forward to their feelings arriving in the mailbox! How fun to all bring the new feeling to your class meeting and all say the feeling word together, make the feeling face and sound, and share stories about the feeling of the week. Your class is building a bowl of feelings one feeling at a time. Below are the suggested feelings to be covered in early childhood. And, if you want to introduce all of the feelings go for it. The fun thing about Kimochis is it leaves so much room for your own creativity and decision making as there is no right or wrong with how to use Kimochis. Last, make sure to check out the Kimochis Sisters sample virtual lessons in this course. Yes, they are sisters that both found Kimochis on their own and they are a huge Kimochis inspiration to all of us!

- Kimochis Feeling Flash Cards: Happy, Sad, Mad, Brave, Friendly, Sorry, Disappointed, Silly, Left Out, Excited, Cranky, Proud, Grateful, Loved, Shy, Hurt, Scared, Kind,

## Activity #1: Meet your Kimochis Feeling Helpers

**The most important thing:** Feelings have names. Kimochis is a tool to help with BIG feelings.

1. Invite your students to join you for morning meeting and bring out your bowl of Kimochis Feeling Pillows or Laminated Feeling Flash Cards. (Happy, Sad, Mad, Scared, Brave, Shy, Left Out, Excited, Sorry)

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2. Tell your children that you have Kimochis or feelings in your bowl. Share that Kimochis means “feelings” in Japanese. Have your children say, Kimochis and then tell them they just spoke Japanese.
  3. Ask students to share what they know about feelings.
  4. Put your hand on your heart and have your children do the same. Share that we all have feelings inside our bodies and ask if your children can feel their happy feeling.
  5. Excite your children by letting them know that this year your class will have lots of happy feelings as you will be having Kimochis Circle Time to play and learn about feelings as feelings help us make and be good friends to one another.
  6. Move on to explain that people show feelings on their faces. Hold up the Happy feeling and share that when we feel happy, people often smile.
  7. Show your children your happy face. Invite them to show their happy faces too. Ask everybody to make a happy sound together.
  8. Hold up the Sad feeling and share when we feel sad, people often cry or frown. Show each other what a sad face might look like. Together with your children, make a sad sound.
  9. Go beyond happy and sad by holding up each feeling one at a time and have your children imitate you doing the following.
    - Say the feeling word
    - Make the feeling face
    - Make the feeling sound if there is one
  10. Share what can create each feeling for you. “I feel excited when we sing and dance at circle time.” Ask your children who wish to share what can make him/her have each feeling. Young children often do well when grown-ups give this starter sentence. “I feel happy when...” You can also share when you believe you witnessed this child having this feeling. For example, “It looked like you might have been feeling shy when we had a visitor yesterday in our classroom. Nod your head if you might have been feeling shy?”
  11. End this lesson by telling your children that Kimochis are feeling helpers as we all need help with our feelings from time to time. Last, have your class decide where to keep your Kimochis bowl of feelings. This would be a good time to begin to make a Kimochis Corner as over the course of the year you can add more items so kids can play and explore their Kimochis so they can get in touch with their feelings.

### **BONUS IDEA:**

Begin making it a habit to point out people’s facial expressions and how people respond to other’s feelings in kind and compassionate ways. For example, “Look at Peter’s face. He looks sad. Can you think of something you can do to help his sad feel better or smaller?” Likewise, help your students tune into facial expressions to notice that their actions are appreciated and matter to others. “Look at Claire’s face, she looks like she appreciates that you take turns so you both can have fun in the playhouse.”



**Distance Learning Modification:** This activity works exactly the same virtually.

## Activity #2: Become A Feeling Detective Game

**The most important thing:** Feelings are everywhere. We can look and listen for feelings.

1. Invite your children to Kimochis Circle Time to join you and their Feeling Helpers for a new social emotional classroom job called, Kimochis Feeling Detective. (You will need your laminated Be a Feeling Detective Chart.)
2. Explain that a detective is a person who looks to find things.
3. Share that your class is going to become Feeling Detectives.
4. Each day one child 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. You can also use toilet paper cardboard tubes to make adorable and playful pretend binoculars.)
5. Invite the “Detective of The Day” to join you and point to the feeling they want the class to 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. We want children to know feelings each have a name. (You can also choose a feeling of the week and have a new detective each day.)
6. 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. Your children 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
7. Allow this child to carry the Kimochis feeling of the day (or week) in their pocket. (What if you laminated the feeling of the day or week for each child’s 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. Your children can also take this feeling home and teach it to their family.
8. 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.

9. Together, choose a place to post your new Kimochis: Be A Feeling Detective chart along with your bigger Kimochis Feeling Chart-- such as on your bulletin board, near the calendar, in your Kimochis Corner. This helps children see that feelings are as important as the ABC's and 1,2,3.

**Distance Learning Modification:** Send home the Be a Feeling Detective Home version. (It is ideal if you can mail a laminated version.) Have your children bring this to your virtual Kimochis Circle Time, The teacher chooses the feeling of the week and all the children are detectives. It can be fun to ask the children to save 2 toilet paper rolls and bring them to your Kimochis Circle Time each week when it is Feeling Detective Time so they can use their pretend binoculars. If possible, also mail home the feeling of the week (laminated) for the children to bring to class.

### Activity #3: Teach How Feelings Work

**The most important thing:** There are two groups of feelings. Feelings we enjoy having (happy, loved etc.) and feelings that are hard to have (sad, mad etc.) All feelings are okay. All behaviors are not.

You will need:

- Feeling pillows – 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 and your Feeling Helpers for Kimochis Circle Time. It can be fun to find a song or make up a song to start your Kimochis Circle Time.
2. Notice and name your children's feelings as they join you. “*Juan's face is looking excited for Kimochis Time.*” “*Jamie's face is looking happy.*”
3. Explain that today you will be teaching how feelings work. Share that this helps everyone be able to talk and share feelings more easily.
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' curiosity.
6. 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. They are no doubt getting good at this.
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. Pass the Feeling Pillow to the speaker to tell their feeling story. Some children will need your help finding the words. Holding the pillow is the whole success as they are just getting literally “in touch” with feelings.

8. Ask other children to hold out their hands if they would like to hold the feeling and tell their feeling story. One feeling can be passed to multiple children to continue to show your children that everyone has this feeling and that all feelings are okay and important.
9. 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. Explain that they can feel, “ouchy” but that you are here to help make things better.
10. 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.
11. 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 feeling. 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.
12. 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 bowl of feelings or Feeling Chart to 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:** You can have success with this activity virtually but lunch bags with a smile and frown might be easier for the kids to see on the computer. And, though you can’t pass the feelings you can still have the children participate verbally following the same steps above.

## **Activity #4: Take a Calm-Down Breath**

**The most important thing:** Calm-down breaths can make our feelings smaller so we can be kind with our BIG hard to have feelings.

1. Invite your children to Kimochis Circle Time and bring your Mad Feeling Pillow or laminated cards and the Mad Kotowaza.
2. Open Circle Time by reminding your class that they are kind. You could go around and name each child



by name and say, “Ezra you are kind.” Gisele you are kind.”

3. Remind that kind kids can forget to be kind when we have a BIG mad feeling so we need a tool so we don’t accidentally do the wrong thing and be unkind by yelling, hitting, pushing, or saying unkind words.
4. Ask for children to share a story about something that can make them feel mad? Many children will need to have the teacher give this starter prompt and they complete the sentence. “*I feel mad when...*” Some children will need you to give them suggestions of what might create mad feelings. “Would you feel mad if you built a block tower and a friend was not careful and accidentally knocked it over?”
5. Say, “*It is okay to be mad but it is not okay to be mean* with our eyes (show fighting eyes), our voice (said in a fighting voice), or our hands (show punching hands), our feet (Show kicking feet), or our words (use your fingers to “shoot” words from your mouth). Today I will teach you a tool called The Calm Down Breath, which helps us make our mad feeling smaller, so we don’t accidentally hurt our friends.
6. Demonstrate the calm-down breath. Hold your pointer finger under your nose. Say, “*Smell the flower* (breath in through your nose) ...*and blow out the candle* (blow out through your mouth). Let’s practice together. Do the calm-down breath 3 times in unison.
7. Pull name sticks for children to practice the calm-down breath on their own. Model so children can imitate.
8. Show your class the Mad Kotowaza and together read the helpful reminder. It’s Okay TO Be Mad, But It’s Not Okay To Be Mean.  
(Note: Kotowaza means a wise wisdom or proverb in Japanese. Kimochis Kotowazas are super helpful and easy to memorize sentences that help kids regulate feelings. )

**Distance Learning Modification:** This works the same in distance learning. Give your children a Kimochis Challenge and have them teach their parents or grown-up.

### **SEL All day Long: Name it!**

When you can see a child is struggling emotionally, try to catch it before the feeling grows too BIG by inviting the child 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 child feel heard and understood.