



Kimochis®

BE A FEELING DETECTIVE



HAPPY



SAD



MAD



SCARED



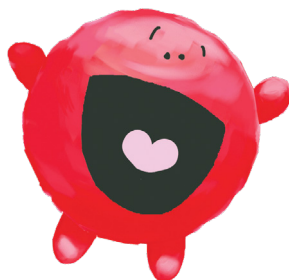
BRAVE



SHY



LEFT OUT



EXCITED



SORRY





Getting Started as a Feeling Detective in Your Classroom

Activity #1: Meet your Kimochis Feeling Helpers

The most important thing: Kimochis is a tool to help with BIG feelings.

1. Print and give each child his/her new Kimochis: Be A Feeling Detective chart to enjoy exploring all the new feeling faces.
2. Share that we all have feelings inside and that feelings like to be felt and talked about.
3. Explain that people show feelings on their faces. Point to the Happy feeling and share that when we feel happy, people often smile.
4. Show your students your happy face. Invite them to show their happy faces too.
5. Point to the Sad feeling and share when we feel sad, people often cry or frown. Show each other what a sad face might look like.
6. Once you and your students have had some natural time for feelings exploration, go beyond happy and sad by playing, Point To The Feeling.
7. Invite volunteers to point to one feeling face at a time.
8. Teachers: Do the following when a child points to a feeling, and invite your class to imitate you.
 - Say the feeling word
 - Make the feeling face
 - Make the feeling sound if there is one
9. Share what can create each feeling for you. “I feel excited when we sing and dance at circle time.”

Ask your students who wishes 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?”

10. Together, choose a place to post your new Kimochis: Be A Feeling Detective chart -- such as on your bulletin board, near the calendar, or some other prominent location.
11. Call this chart your Classroom Feeling Helpers. Share that Kimochis is a tool to help with BIG feelings, as everyone has feelings and everyone can use helpful tools to communicate.

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.”



Activity #2: Become A Feeling Detective Game

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

1. Print and laminate a second Kimochis: Be A Feeling Detective chart so you can enjoy creating a new social emotional classroom job called, Kimochis feeling Detective.
2. Explain that a detective is a person who looks to find things.
3. Share that your class is going to play a game called, Be a Feeling Detective.
4. 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.)
5. 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.
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. 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
7. 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.
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.



Activity #3: Kimochis Feeling Helpers for Recess

The most important Thing: We can make a feeling plan so we have tools for BIG feelings 3 minutes before recess:

1. Prior to recess have students point to a feeling or pull out a Kimochis Feeling Pillow they want to have at recess.
2. Holding or pointing to the feeling, invite them to share how they might create this feeling at recess. For example, “I feel EXCITED when I go down the big slide.” Note: Some days end the lesson here to keep it short and sweet.
3. Continue the lesson together by predicting a hard-to-have (or upset) feeling that might arise, such as Mad.
4. Have your students point to this feeling or hold the Kimochis Feeling Pillow as they take turns sharing what might create this feeling. For example, “I feel mad when people grab.”
5. The teacher acknowledges that the situation described can create mad feelings. Explain that this why we want to create a plan, so we are kind and can make things better for everyone with mad feelings.
6. Create a role-play or “show” to act out a helpful way your students can communicate should this mad feeling arise. For example: Have a child put you in the situation that would create the feeling
Example: Have a child grab a shovel from you.

Role Play Steps:

1. Show the positive communication tool.
 - Use a talking face (calm eyes and face)
 - Use a talking voice (calm voice but clear)
 - Use a talking hand (palm out and other hand points to hand to return the grabbed object)
 - Say, “Please give it back.”
 - Thank the student with friendly eye contact when they return the shovel to your hand
2. Reverse roles to put the child in this grabbing situation so he or she can imitate your positive communication model.
3. Send your students out to recess and let them know that the yard duty teachers will have the Feeling Helpers with them so that together you can make things better.

Feeling Helper Steps for Yard Duty and Teachers:

Note: Give all yard duty the laminated Kimochis: Be A Feeling Detective chart and teach them how to have children point to the feeling and together come up with a positive plan to make things better. Explain that pointing to the feeling can help calm a young child’s emotional engines. It also helps children feel understood, so they can think and feel with grown ups to make things better amidst challenging feelings.



1. When students come to the yard duty or teacher with hard to have or upset feelings, here are effective feeling helper steps and suggested scripts:
 - Say, “I see a boy, girl, or children with BIG feelings.”
 - Say, “Can you all show me the size of the feeling with your arms.”
 - Show compassion and care by saying something like, “That is a BIG feeling and together let’s make things better.”
2. Tell the children you are glad they came to you and together you will make things better.
3. Explain that you are going to have each child point to a feeling with no talking. Share that this helps you understand what each friend is feeling.
 - Everybody’s feelings matter
 - Everybody’s feelings count
4. After each child has pointed to the feeling(s) they are having, acknowledge by saying what feeling they pointed to. For example, “So you are feeling sad and left out. Nod your head if I am getting this correctly.” Make a compassionate sound or let them know you are sorry they are feeling sad and left out and together you can make things better.
5. After acknowledging the child’s feeling(s) ask if they had a tool to make things better.
6. If they did, have them tell or show you what tool they used. Ask them if it helped. If it did not help, together ponder what other things they might say or do to make things better. Have the child put you in the situation so you can role model how to make things better.

Reverse roles to give the child practice. Really coach this child so they can practice using the tone of voice, body language, and words that are mostly likely to make things better. Acknowledge their effort and growth. “I can see you are getting more comfortable using your talking voice when you feel mad.”

Wish them luck and send them on their way. Make a note to find this little one later to hear how the plan went. Children will learn through your compassion and communication coaching that:

- Feelings like to be talked about
- Tools and a feeling plan can help to make things better
- Plans do not always work
- Curiosity, creativity, and resiliency help us create and try new plans
- Other people can help you make things better

BONUS IDEA:

Consider making a laminated Feeling Helper for each child to bring home. Likewise, provide parents with the parent version of the Be A Feeling Detective handout. Kimochis can connect school and home to help raise emotionally connected, competent and compassionate kids!