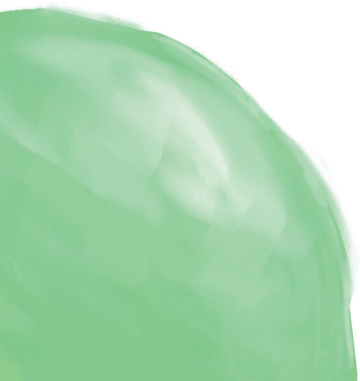
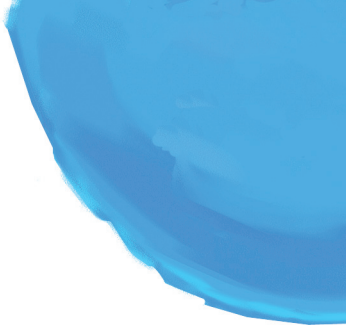




Feelings can be messy...

...Kimochis® can help!™





Kimochis[®]
Tools for BIG Feelings[™]



Kimochi (KEY.MO.CHEE)
means “feeling”
in Japanese.





On Kimochis® Way™ we believe that Feelings Fuel Behaviors, which can sometimes be a challenge. We all can have BIG feelings... which can lead to behaviors like yelling, insulting, hitting, pushing, withdrawing or classroom disruptions.

The Kimochis® Educator's Tool Kit™ helps teachers, and others supporting kids, quickly and easily teach how to identify and regulate emotions, plus teach personalities, temperaments and interactions, including the Kimochis® Keys to Communication™

1. Getting someone's attention
2. Tone of voice
3. Body language and facial expressions
4. Using helping versus hurting words

And finally and possibly the most important Key...

5. The Kimochis® Redo™ - what to do when we make a mistake with our words or actions in order to build strong personal relationships.
- 



Kimochis® build
CHARACTER and
CONFIDENCE.



The Kimochis® Educator's Tool Kit™ is a complete classroom and small group curriculum for early childhood and elementary age students that includes hundreds of simple and fun ways to engage kids in play-based learning. Kimochis® Kids™ learn to express and discuss their feelings openly. When kids can communicate effectively, they develop positive social skills that lead to lasting friendships and success in all aspects of life.

Kimochis® is designed to help educators help kids learn to make and keep friends, and later, get and keep a job.

We're glad you're joining us on this journey and are here to help.



Use Kimochis® to...

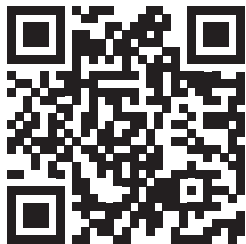


Foster connection between kids and the characters.

Build and increase “feelings” language.

Encourage healthy interaction between kids to create a supportive environment.

Learn more and access resources by visiting:



<https://www.kimochis.com/FeelGuide>



Ideas for Kimochis® Play



Build a Kimochis® Corner!

Create a sensory space with the Kimochis® Characters, Feelings, books and any additional items that encourage not only free play but also a space to be alone in BIG feeling moments. Have the students help create your Kimochis® Corner.



Kimochis® Check-Ins!

Start and end the day asking students how they are feeling and what feelings they like having in their bodies.



Play Kimochis® Charades!

Pick a feeling and act it out. Whoever guesses it correctly goes next.





Circle Time Kimochis® Stories!

Sitting in a circle. Have the students tuck feelings into the character's pouch and tell a story about a time when someone their age might have that feeling at school. Make sure to frame all questions with "at school" when in a group setting.

Have the students share stories of times when kids their age or others were brave, kind, embarrassed, frustrated, grateful, jealous, or guilty to build the children's feeling vocabulary.

If a child acts out during any of these feeling activities, remember that all behavior is communication. Feelings fuel behavior. Use the Kimochis® to help the child identify and express what's really going on. Offer specific, positive ways to handle emotions when they arise.



Kimochis® Glossary of Vocabulary and Foundation Concepts

All Feelings are Okay. All Behaviors are Not.™:

Foundational Kimochis® language to both normalize and validate that everyone has both feelings our bodies enjoy having and feelings that are hard-to-have™. We need all our feelings, and behaviors that are hurtful to self or others are not okay.

The Kimochis® Way™: The Kimochis® Way™ is to Assume the Best™ and remember when hard-to-have™ feelings arise that everyone makes mistakes, everyone can learn and grow from mistakes, and everybody can give and take a Kimochis® Redo™ to repair and make things better for all.



Kimochis® All Day Long™: Incorporating the Kimochis® characters and lessons through out your day.

Hard-to-Have™ Feelings: Feelings are not bad, negative, or upset but rather hard-to-have™ in our bodies as they don't feel good, but we need them.

The Kimochis® Re-Do™: To begin again and do words and actions over in a positive way.





Kimochis® Keys to Communication™

Sometimes it can be tough to communicate positively when emotions run high! The seven Kimochis® Keys to Communication™ are simple habits that can help kids (and adults) communicate positively, even when emotions are strong. By listening with their whole body, using kind words, and being mindful of tone of voice and body language, children learn to express their feelings effectively.



 1 Call someone's name, wait for eye contact, and give a gentle shoulder tap, if necessary, before you speak.

 2 Use a talking tone of voice instead of a fighting tone of voice.

 3 Use a talking face and relaxed body language instead of a fighting face and tense body language.

 4 Choose words that help instead of hurt.
("I feel mad because..." instead of "I hate it when...")

 5 Be brave and re-do™ hurtful moments.

 6 Be kind and let people try again.

 7 Assume the best of other's intentions and feelings.



The seven Kimochis® Keys to Communication™ are essential habits designed to help children and adults communicate effectively, especially when emotions are strong. Practicing these keys fosters positive communication through tone of voice, body language, and appropriate words. As children become better at these communication skills, they're able to express their feelings, build friendships, and resolve conflicts with kindness and integrity.



Kimochis® 5 Habits of Forgiveness™



Meet the Kimochis®
Characters



Cloud™

Bug™

Hugtopus™

Lovey
Dove™

Turtle
Dove™

Cat™



CLOUD™

CLOUD™ can be unpredictable. One day happy, the next day angry. And the next day - who knows? Maybe sad or even happy again. Cloud™ lives in the big sky and loves to travel across the Kimochis® treetops to see the views and visit friends. Cloud's favorite number is 9. Cloud's favorite color is gray, because there are so many different shades of it—just like Cloud's personality. Cloud™ loves butterscotch pudding and green tea. Cloud™ doesn't play an instrument but is a great audience member!

Being moody can sometimes be a challenge for Cloud™. When Cloud™ is happy, everyone feels the most beautiful sunshine across the Kimochis® Universe™ and feels fantastic. But when Cloud™ feels bad and snaps, thunders and rains, it leaves everyone feeling wet. Cloud™ doesn't want to rain on everyone's parade, but sometimes emotions can be hard to control. We all can have a hard time controlling our emotions, but if we remember that these outbursts are not intentional and are temporary, we can still be there to love and support our friends after the storm passes.

CLOUD™ TOOLS

Meet Cloud™

Kimochis® Tool Kit Early Childhood Curriculum: Page 52

Kimochis® Tool Kit Elementary (Grades 1-5) Curriculum: Page 14

Cloud's Communication Tool: Calm Down Breath™

Strategy of taking a deep breath to calm feelings before speaking and/or acting (e.g. smell the flower; blow out the candle).

Cloud All Day Long™: Role-play Cloud™ turning into a storm cloud when upset or mad. Ask the student to help you make Cloud's mad smaller by using the Calm Down Breath™. Practice the Calm Down Breath™ with the student and progressively turn Cloud's head as you take each breath.

CLOUD™ FEELINGS



HAPPY



MAD



SAD



BUG™

BUG™ is thoughtful and extremely cautious. Bug™ is also a smart, and skilled conversationalist known to talk themselves and others out of any given situation because they like to examine all sides. This can sometimes confuse the Kimochis® and make them forget what they were trying to accomplish. Bug™ lives in a Manzanita tree and has a swimming hole with a tethered rope swing in the center of the living room. When the weather gets hot, the Kimochis® can always be found splashing around Bug's place! Bug's lucky number is 2 and favorite color is magenta. Bug™ loves the smell of rosemary and the taste of wildflower honey. Bug™ plays the mandolin.

Bug™ can be afraid of change and because of this being a caterpillar is not easy. Bug is often the last to try something new, but is great at helping others be brave. Although frequently afraid, Bug™ secretly dreams of flying. Bug™ loves to read maps and has a great sense of direction.

BUG™ TOOLS

Meet Bug™

Kimochis® Tool Kit Early Childhood Curriculum: Page 72

Kimochis® Tool Kit Elementary (Grades 1-5) Curriculum: Page 16

Bug's Communication Tool: Positive Self-Talk and Using Encouraging Words

The talk you use inside your head; positive self-talk is encouraging talk such as: *"I think I can."* *"I have done hard things before."* *"I can do hard things."* *"I can try new things."* *"You can do it."*

Add at least one encouraging word.

Bug All Day Long™: Look for opportunities to prompt the student to use a self-talk statement or encourage others. Whisper in their ear, *"Remember how when Bug™ learned to fly, they said, 'I can do it!' Try saying that to yourself right now so you can be brave and [name the task]."* Or, when another child seems discouraged, prompt the student to help them by using encouraging words such as *"I believe in you!"* or *"You can do it!"*

BUG™ FEELINGS



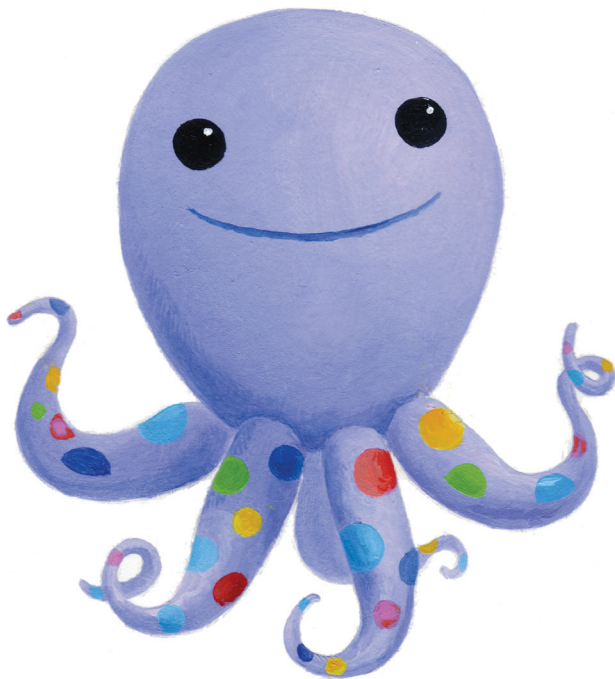
HAPPY



BRAVE



LEFT OUT



HUGGTOPUS™

HUGGTOPUS™ is, needless to say, all smiles and hugs. Huggs™ is affectionate and strong and sometimes gets a little carried away by their big friendly personality. Huggtopus™ doesn't know their own strength and can sometimes be a little overbearing. Huggtopus™ always means well but has to learn about respecting others' boundaries.

You can always count on Huggtopus™ to put a smile on your face if you're feeling down and to give you a big hug to make you feel better. Huggtopus™ is a great friend and is always there to lend a hand or two or even six! Huggs™ lives in Bug's swimming hole, favorite number is 8 and favorite color is pink. Huggs™ loves to eat EVERYTHING but has a special fondness for bubble gum and plays the xylophone.

Huggtopus™ likes to be called Huggs™.

HUGGTOPUS™ TOOLS

Meet Huggtopus™

Kimochis® Tool Kit Early Childhood Curriculum: Page 62

Kimochis® Tool Kit Elementary (Grades 1-5) Curriculum: Page 18

Hugg's Communication Tool: The Not Now Signal™

A nonverbal strategy so kids can realize they interrupted; place your pointer finger between your ear and the student; do not make eye contact; wait. Say *"This is the signal adults will use to tell you: I want to listen, but right now is not a good time."*

Huggtopus All Day Long™: Model and have the students practice being silly and calming down throughout the day. Have them make a silly face, silly fingers, silly feet, silly right hand, silly legs, silly left arm, silly hair, silly sounds, etc.

Then show the students how to settle down by making wide eyes. Make a settling gesture by holding your hands palms down and moving them gently downward to indicate, "Settle down." Whisper, *"Hey, settle down."*

HUGGTOPUS™ FEELINGS



HAPPY



SILLY



FRUSTRATED



CAT™

CAT™ knows what Cat™ wants, when Cat™ wants it, and why. Cat™ can be very persuasive. When they make up their mind, there is no stopping them. When the group needs a leader, they can always count on Cat™, who loves to be in charge but can sometimes be a bit bossy. Cat™ lives in a Cherry Blossom Tree, keeps a tidy house and loves to host tea parties. Cat's favorite number is 10, favorite color is purple, and loves to snack on toasted almond cookies and warm milk.

Cat™ is full of surprises and can sometimes seem a little prickly on the outside, but on the inside, there's a soft center. As one might suspect, Cat's bossiness can lead to a confrontation, or "cat fight," and feelings can get hurt on Kimochis® Way™. That's why there are plenty of bandages to be had and do-overs to be made. Cat™ LOVES bandages—when they appear, it means that the healing process is underway!

CAT™ TOOLS

Meet Cat™

Kimochis® Tool Kit Early Childhood Curriculum: Page 82

Kimochis® Tool Kit Elementary (Grades 1-5) Curriculum: Page 20

Cat's Communication Tools: Talking Voice™, Redoing Hurtful Moments™

A child can use these words to remind friends who are acting bossy (talking with a loud voice/cranky voice) to talk in a friendlier way. If a friend or family member is using a loud or cranky voice you can be curious and ask, “*Did you mean to use a Fighting Voice™?*”

Cat All Day Long™: Find moments throughout the day to practice helping students remember to talk nicely when they forget and start to use an overbearing face or voice. (This game is similar to Simon Says.)

Say, “*Cat™ is going to say some commands, such as, ‘Hop on one foot’ or ‘Clap.’ When Cat™ remembers to use their Talking Voice™, we can listen and do what they ask us. When Cat™ forgets and uses a domineering voice, we will gently remind “Cat, Talk Nicely™”* (Early Childhood Curriculum Page 86)

CAT™ FEELINGS



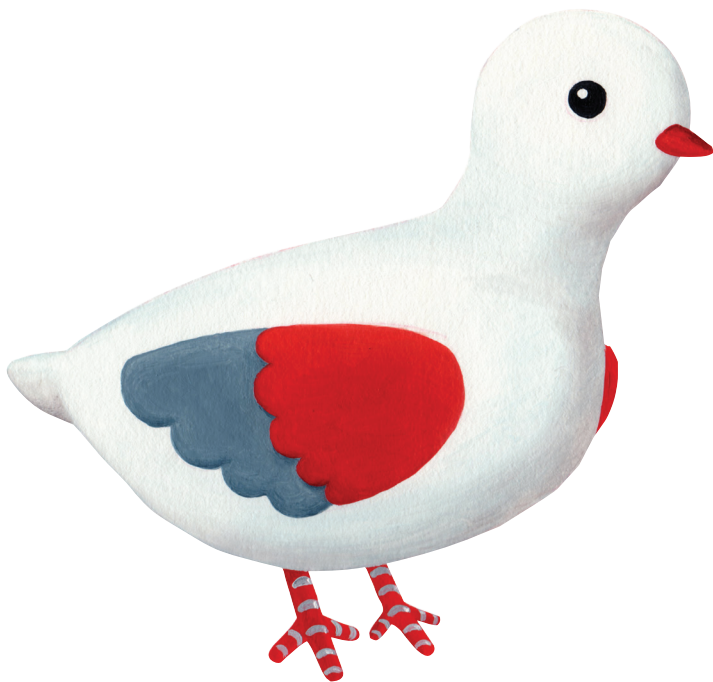
HAPPY



CURIOUS



CRANKY



LOVEY DOVE™

LOVEY DOVE™ is sweet and nurturing and is always there to help smooth out a lumpy situation. If the Kimochis® had one nurturing adult they could all share, it would be Lovey. Lovey Dove™ is a great cuddler and lives in an auburn nest high atop a Japanese Maple Tree. Lovey's nest has a playroom with a magic slide where the Kimochis® characters love to play. Lovey's favorite number is 11, favorite color is lemon-yellow, and loves healthy snacks like carrot sticks, yogurt-covered raisins, and edamame. Lovey has a beautiful singing voice.

Lovey Dove™ is calm, wise, and loves psychology. Lovey is a successful problem-solver because they are a great listener. On rare occasions, Lovey's patience can be put to the test. When things get out of control, Lovey gives a shrill whistle to try to bring back the harmony of the group. They know in their heart that they can't always please everyone, but still feel a little sad when someone feels let down.

LOVEY DOVE™ TOOLS

Meet Lovey Dove™

Kimochis® Tool Kit Early Childhood Curriculum: Page 42

Kimochis® Tool Kit Elementary (Grades 1-5) Curriculum: Page 22

Lovey Dove's Communication Tool: Redo Hurtful Moments™

To begin again and do words and actions over in a positive way.

Lovey Dove All Day Long™: Have students practice Friendly Signals™. Demonstrate them one at a time, then have the students imitate each: smile, wave, head nod, high five, *"Hello,"* and *"Hi."*

Prompt them to pass a Friendly Signal™ to each other and others throughout the day. For example, say, *"Pass a high five."*

LOVEY DOVE™ FEELINGS



HAPPY



PROUD



HOPEFUL



HAPPY

CONNECT When the student is happy.

COMMUNICATE *"I can see and hear that you feel happy."*

Use soft eye contact and a smile to connect with the student's sheer happiness. Teach the student to send and notice warm, friendly signals™ such as smiling eyes. *"Look at my face. Your kindness made me feel happy."*

CREATE Turn everyday moments into happy times! Play music while cleaning up. Sing songs during open play. Cut out paper hearts together. At the day's end, recall the day's happy moments and fill your Kimochis® character with happiness hearts for each memory.

PRACTICE Happiness is contagious! Together with the student think of ways you can spread happiness. Leave hand-picked flowers for a neighbor; visit a nursing home, offer to help their teacher. Go out of your way to make happiness a common occurrence rather than a special occasion.



SAD

CONNECT When the student is sad.

COMMUNICATE *"It's okay to be sad. You won't feel sad forever."* Together, think of ways to help make sad feelings smaller. *"When I feel sad, I can make my sad feelings smaller by..."*

CREATE Kimochis® can be counted on for comfort during sad moments. Leave a note or a small surprise in the student's Kimochis® character for the child to find. This will soothe sad feelings.

PRACTICE Share a story of a time when a child their age managed their feelings of sadness. Does the student remember feeling sad? Is the student still sad? This will show the students that feelings come and go.

Have the students take some time in the Kimochis® Corner and hold a character or feeling until the sad is smaller.



MAD

CONNECT When the student is mad.

COMMUNICATE “*You can be mad but you can’t be mean.*™”

Remind the student that it’s okay to be mad—even really, really mad, but it’s never okay to be even a little mean.

CREATE Using your Kimochis® character as a puppet, let the student hear all the mean things that are not okay to say when mad. Then, substitute these hurtful words with helpful words such as, “*I am so mad I want to yell at you.*” Let the student have a turn practicing using helpful words.

PRACTICE Practice the Calm Down Breath™ (e.g. smell the flower, blow out the candle) with the students and Cloud™ before getting mad so they’re ready when BIG mad feelings arrive.



BRAVE

CONNECT When the student is brave or needs to practice being brave.

COMMUNICATE *“Even though it was scary, you did the right thing.”* Acknowledge the courage it takes to accept responsibility for a mistake, to stand up for oneself, or to try something new.

CREATE Place the Brave feeling inside a Kimochis® character pouch and have the student think of a time the character might need to be brave. Then say, *“Whenever you feel scared to tell the truth, try something new, or do the right thing, you can choose to be brave. It’s okay to feel shy and afraid when facing something new, but we can put our brave in front instead.”*

PRACTICE Role-play a moment that will require the student’s courage—a move, a new school, confronting someone who was unkind. Plan and practice what they can say to themselves to put their brave in front. Practice using a brave tone of voice, facial expression and a phrase to support their brave self-talk.



LEFT OUT

CONNECT When the student is feeling left out.

COMMUNICATE *"Ouch! I bet it hurts to feel left out. When someone feels left out, it doesn't always mean others don't like them. Sometimes people are still learning how to be kind and include everyone. But it's okay to feel hurt, because not everyone can be included all the time."*

CREATE Use a Kimochis® character to role-play being left out. Help the student practice using their eyes and ears to include others who might be feeling left out.

PRACTICE Role-play saying friendly things if someone tells the student that they can't play. Use a friendly voice and ask, *"Why not?"* This can help kids change their minds.

Similarly, have them look for kids at the park or playground who seem left out. Talk about how to include them and make them feel better.



SILLY

CONNECT When the student is silly.

COMMUNICATE It's fun to have silly in your body and when students get carried away, you can say, *"I can understand you better when you choose your talking face and voice rather than your silly ones."*

CREATE Invite the student to animate a Kimochis® character with silly voices, words and actions. Create a signal to use when the student chooses their silly communication style when you want them to be more serious. Practice your special signal so the student knows when the silliness is too much.

PRACTICE Talk about what situations or people inspire too much silliness. Some playmates might have extra silly habits, and silly habits are easy to imitate. When the student imitates a playmate, you can say something like, *"That sounds like Joan. I want to hear Katie."* Be aware that silliness can sometimes be a way for children to cover up real feelings. *"Are you feeling happy-silly or nervous-silly?"*



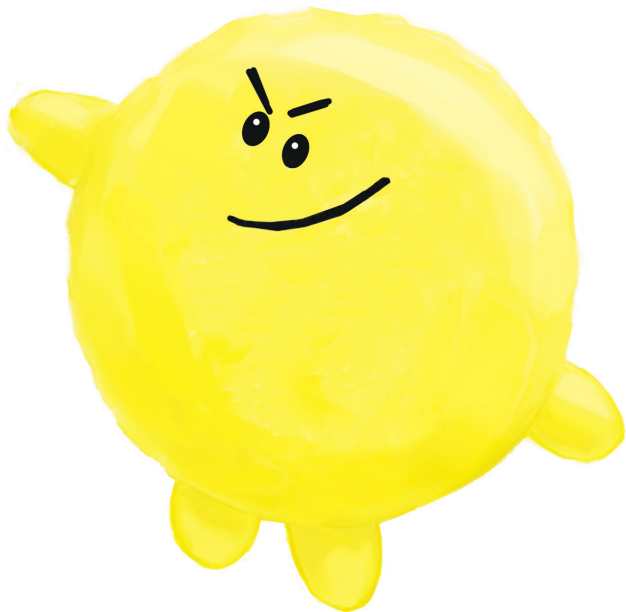
FRUSTRATED

CONNECT When the student is frustrated.

COMMUNICATE *"How frustrating! Some people just give up when they are frustrated. I admire how you keep at it."*
Acknowledge the student's frustration and encourage them to keep trying.

CREATE Turn frustration into fun with your Kimochis® character. Create a positive list of things to say to yourself when you are feeling frustrated like, *"Don't give up!"*

PRACTICE Model positive self-talk during frustrating moments. *"I am frustrated, but I'm not going to give up."* This will remind the student that with a little resilience and perseverance a frustrating moment will pass. Acknowledge the student's "stick-to-itiveness" with comments like, *"You know how to handle your frustration!"*



CURIOUS

CONNECT When the student is naturally inquisitive.

COMMUNICATE *"I see a student who is curious about the butterfly."*

CREATE After recess, have the student tuck the Curious feeling inside the Kimochis® character pouch and tell you stories about what they discovered that day. Share your own discoveries! Acknowledge the student when they make safe choices during curious moments.

PRACTICE Make it a habit to notice and name it when the student is actively seeking knowledge and using their imagination. Give a gentle wink, nod, or other playful reminder to help children keep curious feelings in check, *"I know you are feeling curious, but it's not safe to wander too far."*



CRANKY

CONNECT When the student is feeling cranky.

COMMUNICATE *“Why did you pick your cranky voice? I can listen better when you choose your talking voice.”*

CREATE Teach the student how to name what they are feeling by saying, *“I feel cranky.”* Encourage the student to put the Cranky feeling in their Kimochis® character pouch and set it on their desk when they need some space. Talk about how a cranky facial expression and tone of voice can actually make a cranky mood worse.

PRACTICE Share how you handle a cranky mood. What do you tell yourself? How do you manage cranky feelings without being unkind? Use and help the student imitate helpful “cranky scripts” such as, *“I am feeling cranky, so I better not talk right now.”* Give a wink or loving look when the student manages a cranky mood with care.



PROUD

CONNECT When the student is feeling proud.

COMMUNICATE Point out that proud feelings come from handling challenging moments. *"I bet you feel proud for handling that tricky situation."*

CREATE Make it a tradition at circle time to pass the Proud feeling around the table and have each student share one proud feeling about themselves and one thing that makes them feel proud of their friends and classmates.

PRACTICE Help the students feel proud for handling difficult moments gracefully. Acknowledge children when they tell the truth, apologize, or manage upset emotions with care. Model this yourself! *"I am feeling proud of myself today because I stayed calm when we were running late this morning."*



HOPEFUL

CONNECT When the student needs hopeful feelings.

COMMUNICATE *"Hopeful feelings help us believe that things will turn out well. Just feeling hopeful, or optimistic, can make good things happen!"*

CREATE Together, name upcoming situations that might cause worry or discouraged feelings. Tuck the Hopeful feeling inside your Kimochis® Character and encourage the student to come up with positive thoughts to help them stay optimistic. For example, *"I am going to feel hopeful that I will be able to learn to ride my bike even though it is so hard for me right now."*

PRACTICE Carry the Hopeful feeling with you on days when you or the student can use a little extra encouragement. Share what you say to yourself to stay optimistic. Remind the student that they have the power to replace discouraging feelings with hopeful ones just by picturing a hopeful outcome.



OPTIMISTIC

CONNECT When the student is being optimistic or could use some optimism.

COMMUNICATE *"I admire how you are able to think positive thoughts even when you are feeling upset. That's what I call optimism!"*

CREATE Have the student tuck Optimistic inside a Kimochis® character pouch along with feelings such as disappointed, frustrated and sad. Take turns pulling out a feeling and make up a reason your Kimochis® character might have this emotion. Next, trade that upset feeling with the Optimistic feeling and share an optimistic thought. For example, *"Huggtopus™ is disappointed that their friends did not want to play chase today, but maybe they can play a different game."*

PRACTICE Before moments that could benefit from optimistic thinking, tuck the Optimistic feeling into the student's pocket to remind them to practice optimism. For example, before an anticipated test or new activity. At the end of the day, ask the student to share how they practiced optimism.



DISAPPOINTED

CONNECT When the student is feeling disappointed.

COMMUNICATE *“Of course you are disappointed. It is disappointing when...”* Recognizing the student’s feelings will help to create a better understanding between you. Learning to express disappointed feelings helps children learn to “bounce back,” building resilience and confidence.

CREATE Movement, sounds, and words can help kids manage their disappointment. For example, have your students move their elbow away from their side, then snap their fingers while swinging their elbow in front of their body, and say, *“Oh darn, I guess I have to try again.”*

PRACTICE Take turns with the student showing ways that we handle our disappointment. Remind them the importance of “bouncing back” when feeling disappointed and how to come up with alternate plans in anticipation of disappointment. Share stories about times you felt let down and what you did to make that big disappointment smaller.

Make your own feeling!™

What does your feeling look like?



Blank Feelings are a great way to start exploring:

What does the feeling look like?

What does the feeling sound like?

Where do you feel this in your body?

How big is this feeling right now?

What are ways we can make that feeling a bit smaller?

Tell me a story of a time when someone your age could have this feeling while at school?

Often with exploration we find that there are other feelings behind our biggest feeling. For example, we may feel MAD, but then after exploration learn that we are really feeling frustrated, disappointed or left-out. Continue to explore as you discover more feelings until you are feeling better.

Blank Feelings are a great way to start and end your day.

Use the blank feelings for your feelings check-in's through out the day.

Use the blank feelings to show that you don't know what you are feeling right now or aren't ready to share yet.

Scan to download a
printable Make Your
Own Feeling sheet



[https://www.kimochis.com/
FeelGuideWorksheet](https://www.kimochis.com/FeelGuideWorksheet)



Kimochis® History:

The traumatic event at Columbine High School in 1999, inspired Nina Rappaport Rowan, a family entertainment professional and executive producer of *Despicable Me*, to create Kimochis®. She knew that kids respond to characters and stories, so she reached out to her friend in children's publishing, Susan Greenwood Schroeder.

Susan's daughter had just started school when Nina shared her idea, and Susan was able to imagine how Kimochis® could help kids in school learn how to communicate and connect with peers even through difficult and emotionally charged situations.

So, Susan reached out to the magical communication expert who regularly visited her daughter's elementary school, Ellen Pritchard Dodge.

Ellen Pritchard Dodge, M.Ed, CCC-SLP a pioneering speech-language pathologist for 35 years; recognized for her expertise in speech-language pathology, character education, and parent education could incorporate Nina's vision. Ellen's passion drove her to create the Kimochis® Curriculums.



For more educational tips,
fun activities, free printable resources and
information about our curriculum or training, visit:

www.kimochis.com



<https://www.kimochis.com/FeelGuide>

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