



## Steps to Teach Students How Feelings Work

1. Make a smile and frown paper plate.
2. Tell kids every day we have feelings our body enjoys having and feelings that are, "Hard-to-Have."
3. Have kids sort feelings on paper plates. Use only the feelings they know.
4. Validate feelings on each plate with comments such as, *"It's true that people enjoy having HAPPY feelings and SAD feelings are Hard-to-Have in our body."*
5. Remind, All Feelings Are Okay, All Behaviors Are Not.



## Steps for Paper Plate Check-In for Morning Meeting or Circle Time

1. Invite kids to make a circle on the floor.
2. Put smiley paper plate and Feeling Pillows in the middle of the circle. Only use feelings the children know.
3. Say, *"What feelings do we want to have more of at school this week?"*
4. Toss or pass one Kimochis® Feeling Pillow at a time for children to share stories. *"Tell a story about how we could feel more (name feeling) at school this week."*

### Begin Day with Kimochis® and Paper Plates

Use the same steps above to begin your day. You can change the prompt. Ex: *"What feelings do we want to have more of at recess, at lunch, with friends?"*

### End Day with Kimochis® and Paper Plates

1. Hold smiley paper plate with Feeling Pillows from the morning meeting and toss or pass feelings to children to tell stories of how this feeling showed up in the day.
2. Kids could add more positive feelings if they also showed up.





## Steps for Kimochis® Helping with Conflict Resolution and Challenging Behavior

### Kimochis® for One Student

1. Invite child to go to the Kimochis® Bowl of Feelings and put the feelings that were happening in their body when.... (Name the place they had a hard time and made a mistake).
2. Touch or hold a feeling on the plate and say, *"Tell me the story of (name feeling)."*
3. Ask, *"Do you know a helpful way to handle that feeling next time?"* If they do, create a role-play for that same situation so the child can show you the positive plan.
4. If the child does not know what to say and do, invite the child to put you in this situation so you can model a simple script with a positive tone of voice and body language.
5. Switch roles so the child can practice what you modeled.
6. Share you hope this situation does not happen again but if it does you can validate that this child has a plan to make things better.
7. When possible, acknowledge when you witness children making effort with the new positive plan as practice makes better not perfect.





## Kimochis® for Small Group and Large Groups

1. Invite children to join you with Kimochis® and frowning paper plate.
2. Let children know you see BIG feelings and together you are going to make things better.
3. Share that this is a mostly NO Talking activity.
4. Use the same Kimochis® steps above only with small and large groups.
5. Start the paper plate activity by inviting children to put feelings on the frowning plate they can guess might be happening in their classmate's body. This can activate compassion and collaboration.
6. Invite children to put feelings on the frowning plate that they had in their body that were not YET put on the frowning plate.
7. Again, go through the same Kimochis® steps above by telling stories and moving to kids and teacher showing positive ways to communicate in a feeling situation like this.
8. Acknowledge courage and effort and thank children for working together to make things better.
9. Remind, EVERYONE makes mistakes with feelings, and everyone gets a REDO.

