



Glossary of Kimochis® Vocabulary and Foundational 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 is not okay.

Beginner: When you are new at something

Big Mean Things That Are Not True: Helps kids understand that hurtful words can be said in the heat of the moment but are not true. (Ex: You're not my friend anymore).

Body Language: All the body postures (head, face, arms, torso, legs) that convey emotion

Boomerang: A communication tool to choose a calm verbal and nonverbal response to unkindness to make the situation better

Bounce Back: An encouraging way to help kids not fall apart when having hard-to-have feelings such as disappointed, but to cope and rebound

Calm-Down Breath: Strategy of taking a deep breath to calm feelings before speaking and/or acting

Calm-Down Strategies: These are strategies that kids select that will help them calm down hard-to-have feelings. Strategies could include, Cloud's tool of pick a flower, smell the flower, blow out the candle and/or count to 10; take deep breaths; relax tight muscles in my arms and hands; squeeze a stress ball; knead clay; visualize a peaceful place; rub a smooth stone; wiggle a pipe cleaner; write in my journal; get up and walk; and others.

Communication Tap: A light, gentle tap on the shoulder of another as a way to get attention.

Disappointed Snap Tool: A tool to help kids cope with disappointment; kids can snap their fingers and say, "*Maybe next time*" to help move through disappointed feelings

Do it: If you think something kind to do, do it!

Eye contact: Looking at others eyes when listening and talking

Facial Expression: When eyes, mouth and face posture show an emotion

Fighting Eyes: Squinting or pinched eyes displaying aggressiveness

Fighting Body: A tight and tense body position

Fighting Voice: A loud and hurtful tone of voice that conveys aggressiveness

Feeling Behavior Link: There is a link between feelings and actions.



Feelings Fuel Behavior: When we have a feeling one's body can default to a challenging behavior such as hitting, grabbing, yelling, pushing and unkind words until we learn and practice using positive communication tools.

Feelings our Bodies Enjoy: Positive feelings are feelings our body enjoys having. Kimochis refrains from using the word positive as it can minimize the importance of our hard-to-have feelings which are important. It also helps kids learn that they are NOT a feeling but rather have a feeling in their body. (Ex: I am not Mad, I am Miguel. I have mad in my body)

Friendly Places: Places where people are friendly, inclusive and kind to each other

Friendly Signals: Using gestures and words to convey friendliness; eye contact, head nod, smile, wave, pat on the back

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

Hard to Hear. Good To Know: Honest and important verbal message intended to create better understanding and a stronger relationship. However, the content is often tricky to both send and hear as though it is true and sent in a direct and connected manner it may cause awareness that creates shame. (Ex: *It is hard for me when you say you will let me play and than you don't let me play.*)

Helping Words: Positive words that resolve hard-to-have feelings and conflicts

Hurting Words: Negative or loaded words that create more hard-to-have feelings

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's to repair and make things better for all.

Keys to Communication: 5 Keys to Communication are taught to young learners while 7 Keys are taught to older learners. These simple and effective communication tools are intentionally taught "away from emotion" to raise the odds that kids will use positive ways to communicate in the "heat" of the moment.

Knowing Look: A simple shame-free look kids agree upon to use when someone speaks in a hurtful way

Know when to be silly and when to be Serious: A way to help children differentiate between times to be silly and times to be serious

Kotowaza: Means proverb or wise wisdom in Japanese. These are simple "Feeling Helper Sentences" to remind kids to communicate feelings in a positive way. This is a riff off proverbs/sayings such as: "Two wrongs don't make a right" that reminds kids not to do the same wrong thing back. The Mad Kotowaza, You can be mad but you can't be mean is a very



commonly used Kotowaza to help kids not hit, yell, say unkind words etc when feeling mad.

Name it: Describe exactly what you said and/or did that was not oka



Not Now Signal: A nonverbal strategy so kids can realize they interrupted; place your pointerfinger between your ear and the student; do not make eye contact; wait

Ouch: Said in a soft voice with hurt facial expression to let the person know in a gentle, shame free way they hurt your feelings.

Own it: Bravely apologizing for unkind words and actions; taking full responsibility with no excuses. This strategy is paired with the *Name It* strategy.

Positive Self-Talk: 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."*

Put Your Brave In Front: Put your Brave Feeling in front of your hard-to-have feelings such as scared, shy, uncomfortable and find your voice to say and do what will help you in school, with friends, meet your needs and help you feel seen and heard

Raise the odds: This saying is used to help Kimochis Kids understand that when they use effective communication tools they have a better chance at positive social and emotional outcomes

Re-Do: To begin again and do words and actions over in a positive way

Remember we share: A saying that helps kids remember the importance of sharing with eachother

Say it: If you think something nice to say, say it!

Say what you see: When you name a person's feelings that you observe as a way to help that person feel better (*"You look sad. Can I help?"*)

Self-Regulation Method: The 4-step simple system to help kids regulate feelings.

Serious Face: Wide eyes and raised eyebrows that communicate what you are saying is important; used to when send an "I Mean It" message without being mean

Serious Voice: Slow, stretched speech that communicates your message is important; used to when send an "I Mean It" message without being mean

Settle Down: Make wide eyes and a calming gesture by holding your hands palms down and moving them gently downward to indicate, *"Settle down"*

Size of the Feeling: Feelings come in sizes. Kids are taught strategies to calm their emotional engine so they are more likely to shrink the size of the feeling to gain better control over the way they communicate.

Stop Hands: Hold hands up in front of chest in a friendly way; these hands say "Please stop" in a nonverbal way

Take the time to be kind: Never miss a chance to include and be kind to others

Talk Nicely: A child can use these words to remind friends who are acting bossy to talk in a friendlier



way

Talking Body: A open and relaxed body that conveys respect and self-control

Talking Face: Relaxed eyes, brow, mouth that convey respect and self-control

Talking Eyes: Relaxed eyes that convey you are communicating to make things better

Talking Hand: Put your hand out palm up; use your other hand to tap your open palm; Say, Please give it back and wait patiently for the person to return object. say thank you with eye contact when they do.

Add two steps if your request is not respected.

- Say, "I asked nicely."
- If the object is not returned say, "Do I have to get a teacher."



Talking Voice: A calm tone of voice, slightly slowed down with appropriate volume that conveys respect and self-control

Times to be silly, Times to be Serious: A way to help children differentiate between times to be silly and times to be serious

Use your eyes and ears to be kind: Look and listen for the signs that someone is feeling left

