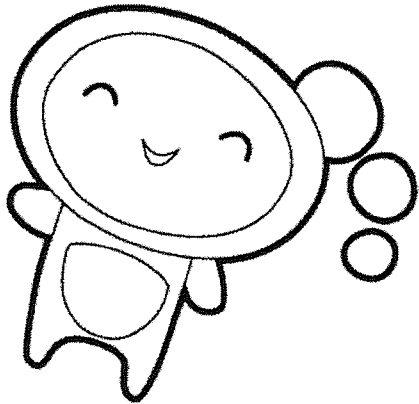
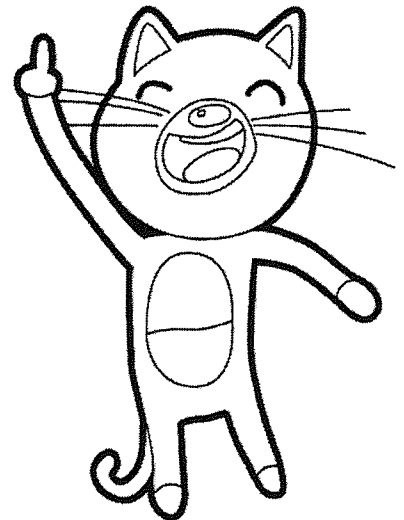
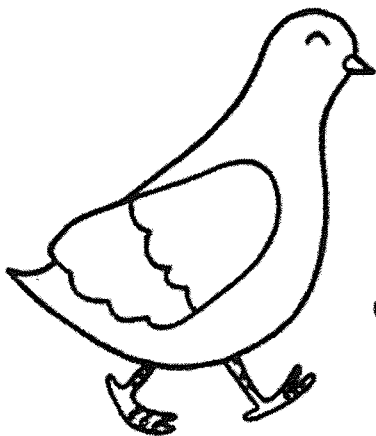
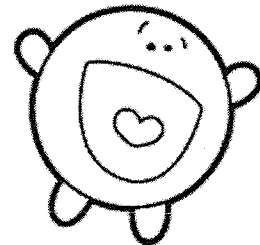
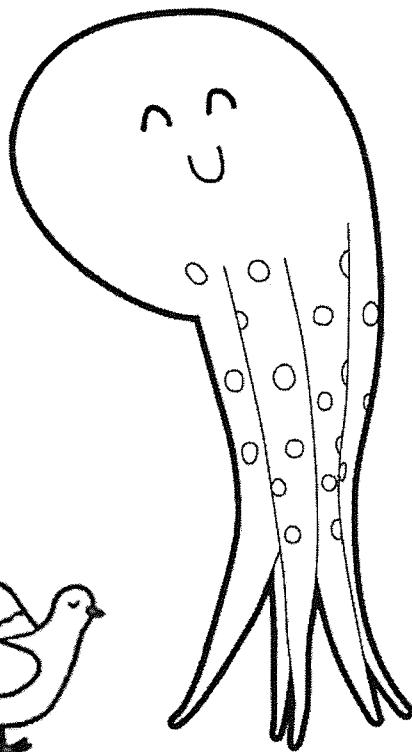
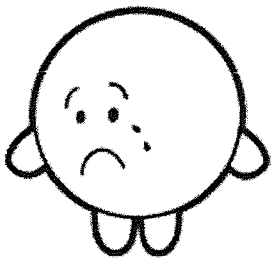


# Kimochis<sup>®</sup>

..... social and emotional learning

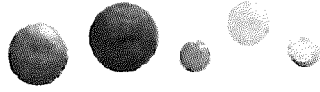


## Parent Handbook Extension activities



# Kimochi (KEY•MO•CHEE)

## Means “Feeling” in Japanese



We are excited that you have joined the world of Kimochis®! We hope that you will have as much fun with the Kimochis® Characters and Feelings as we have had designing this program. The *Kimochis® Feel Guide: Early Childhood Edition* is designed to give children the knowledge, skills, and attitudes they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. These skills have been identified by leading researchers in the field of social and emotional learning as necessary for school success, academic achievement, positive social relationships, and the development of emotional intelligence.

### WHAT'S INSIDE

1. **Guiding Principles:** The principles behind the Kimochis® Way, to help you understand the philosophy behind the lessons and activities.
2. **Getting Started with the Kimochis® Lessons:** Tips to get you started and help you schedule, set up, and implement the lessons.
3. **Kimochis® Classroom:** How to set up a social-emotional classroom and learning environment.
4. **Strategies and Enhancements for Children with Social-Emotional Challenges:** Suggestions for accommodations and modifications that can help children with special needs be successful with the Kimochis® Lessons.
5. **Homelinks:** How you can make a connection between the Kimochis® Lessons and the home environment of children.
6. **The Kimochis® Lessons:** Twenty-five weeks of lessons!
7. **The Research Behind It All:** The important research and evidence base behind the Kimochis® early childhood curriculum.
8. **Appendix:** Additional fun and important documents.

# INTRODUCTION TO KIMOCHIS® HOMELINKS: BUILDING A SCHOOL-TO-HOME CONNECTION

Dear Families,

Welcome to an exciting school year! This year, we are implementing a new social-emotional learning and character education program—the Kimochis® early childhood curriculum. Kimochi means “feeling” in Japanese. The curriculum is based on research documenting that when instruction in building social, emotional, and behavioral skills is provided at a young age, there is a positive effect on how children problem-solve and interact with their peers later in life. Your child will learn how to recognize and manage emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. We will have fun and practical lessons each week that will teach your child these skills and more!

This program has three units that teach different skills. Each week, you will receive a letter (School-to-Home Connection) that outlines what your child was taught and how you can reinforce and extend the learning at home. We hope Kimochis® will be a great new addition to your family and will bring fun and fantastic feelings into your home!

During the first unit (weeks 1–5), your child will be introduced to the five Kimochis® Characters. Each Character has a different personality and temperament, just like all children! Each Character has a favorite food, number, and color. But most of all, they all have feelings that define their personalities and behavior. The Kimochis® Lessons will teach your child new emotional vocabulary and simple strategies to cope with challenging social moments. Attached please find the Glossary of Kimochis® Vocabulary.

The next unit (weeks 6–10) focuses on the Kimochis® Keys to Communication. These keys lie at the heart of the program. They provide the communication tools to help your child learn how to listen openly, make good choices, be willing to speak in respectful and responsible ways, and be open to negotiating problems. Attached please find the Kimochis® Keys to Communication.

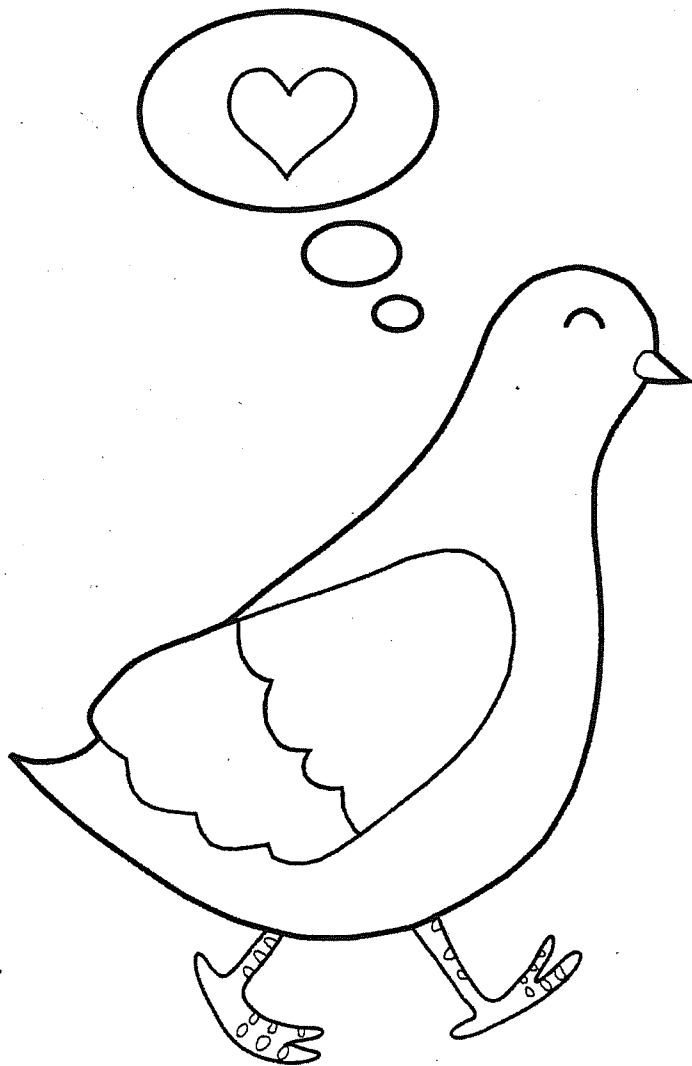
Our last unit (weeks 11–25) will focus on a variety of different feelings, with the emphasis on teaching your child how to manage and express these important feelings in positive ways. Your child will learn communication tools that can be used in elementary school and beyond.

We are very excited and hopeful about building a strong school-to-home connection this year. We are also eager to hear how your child is using positive communication skills and habits to express feelings and be compassionate toward others.

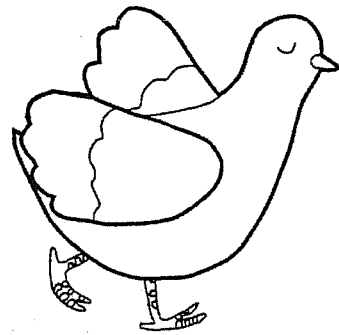
Sincerely,

**Kimochis**  
.... toys with feelings inside

# MEET LOVEY DOVE!



AND  
TURTLE DOVE  
TOO!



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## HOMELINKS WEEK 1

# Meet Lovey Dove

This week, the Kimochis® Character named Lovey Dove joined our classroom to teach your child about the feelings **proud, kind, and friendly**. Lovey is the Character who is sweet and nurturing. She is very wise and calm. She likes to cuddle and make everyone feel better when they are upset. But sometimes Lovey Dove worries.

Children who have a temperament like Lovey's can benefit from staying compassionate and learning to worry less. Lovey taught your child how important it is to greet people using their name and a **"Friendly Signal."** Friendly Signals are communication tools, such as a smile, wave, head nod, or saying hello. Being friendly is a rewarding habit that children can learn to develop and use throughout their lifetime.

**See reverse for ways your entire family can learn from this week's lesson!**

## Common Language

**Eye contact:** Looking at the eyes of others when listening and speaking

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

### Coach Friendly Signals During Daily Activities

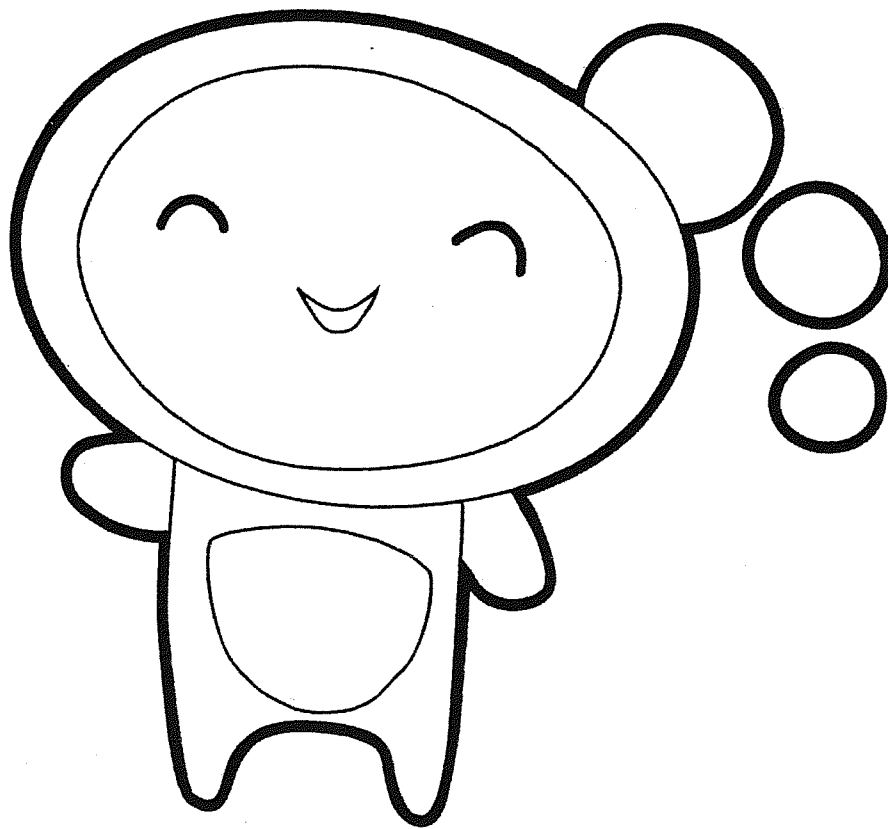
- When you and your child are in new situations, decide that you both will make a point of making eye contact, smiling, and being friendly to people you don't know well. Afterward, talk about how people responded and how you felt about being friendly.
- Give your child a reminder: *"I see kids at the park we don't know. How about giving a Friendly Signal when your eyes meet?"*
- Acknowledge your child when he/she is friendly to others: *"Your smile and eye contact let people know you are friendly."*
- Share how you push yourself to be friendly in new situations: *"Today at school, I'm going to be friendly to a few parents I have not met yet."* Afterward, share your experience.
- You can also encourage eye contact by having your child "talk" to your eyes rather than saying, *"Look at me when we are talking."* You can prompt your child by saying, *"Tell Mommy's eyes what happened on the playground."*

### Family Fun: Playful Ways to Practice

- **FIND THE FEELINGS.** Proud, kind, and friendly are this week's feelings. Build your child's emotional vocabulary and awareness by:
  - Noticing facial expressions and sounds that match these feelings. *"Dad's face is saying he is feeling proud of your generosity."* *"That salesperson was friendly with her cheerful voice."*
  - Talk about when you have these feelings and how to express them. *"I like to do kind things and not tell anyone. Today, I took in Mr. Tobin's garbage can. I bet he will feel happy."*
- **SHARE PRIDE FOR WHAT YOU VALUE.** Share your pride when you observe your child being generous, respectful, responsible, fair, compassionate, patient, kind, resilient, creative.
- **CREATE A FRIENDLY SIGNALS WEEK.** Decide as a family to pay attention to friendliness this week. At meals, bedtime, or when in the car, talk about people who have a "way" of being friendly. How does it feel to be around this person?

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# MEET CLOUD!



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... building a school-to-home connection

## HOMELINKS WEEK 2

# Meet Cloud

This week, the Kimochis® Character named Cloud joined our classroom to teach your child about the feelings **happy, sad, and mad**. Cloud is the Kimochis® Character who can be moody, so sometimes it is hard for him to get along with his friends. When Cloud is happy, he spreads sunshine everywhere, which makes everyone feel fantastic! But when Cloud feels mad or sad, he might snap or yell. Because he has a hard time controlling his anger, he might do things that hurt feelings, even though he doesn't mean to. Cloud helps children develop patience, tolerance, and understanding for friends who are still learning how to express upset feelings in positive, healthy ways.

Children who have a temperament like Cloud's can benefit from learning how to manage upset feelings. This week, your child learned to do the "**calm-down breath**": Put your finger to your nose and say, "Smell a flower [breathe in through nose] and blow out the candle [blow out through mouth]." This can help upset feelings get smaller and raise the odds that your child will speak and act in ways that will communicate anger without being hurtful.

**See reverse for ways your entire family can learn from this week's lesson!**



## Common Language

**Calm-down breath:** Strategy of taking a deep breath to calm feelings before speaking or acting

### Coach the Calm-Down Breath During Daily Activities

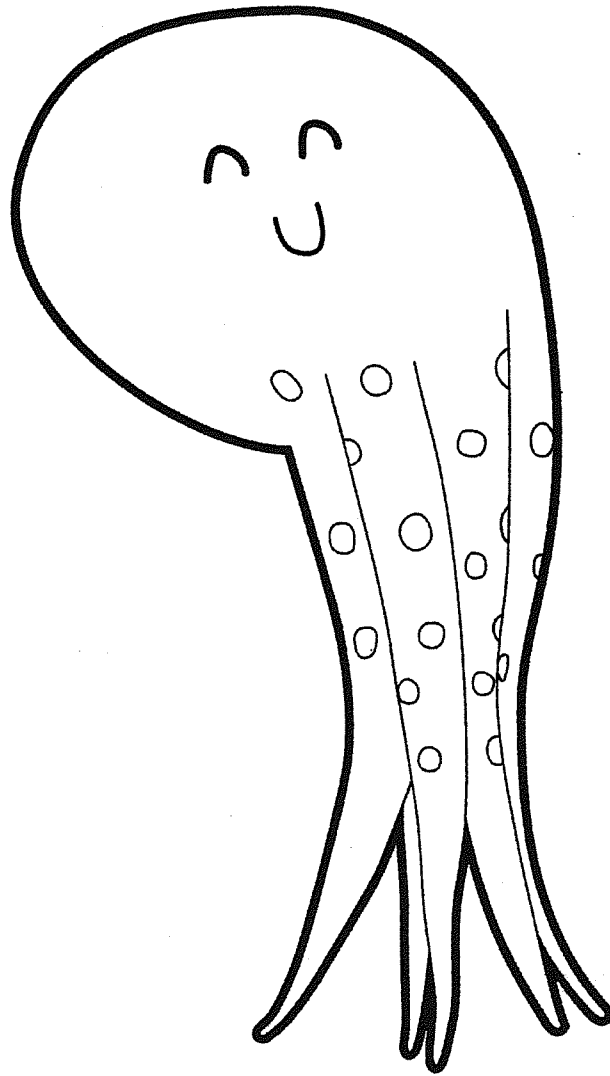
- Remind your child to take a calm-down breath when needed. *"Stephen, let's take a calm-down breath."* (Take one yourself so you are doing this together.)
- Model and tell your child when you need to take a calm-down breath. *"Daddy is going to take a calm-down breath so I can make sure I can talk calmly because I feel mad."*
- Acknowledge when you see your child use a calm-down breath. *"Did you take a calm-down breath? I notice you are feeling mad, and you are talking to me so calmly!"*

### Family Fun: Playful Ways to Practice

- **BLOW OUT THE CANDLES.** Children love blowing out birthday candles. This is the same action as using the calm-down breath. For fun, light as many candles as you can find, or bake a cake and add many candles. Take turns with your family using your calm-down breath to blow out the candles!
- **MARCHING MADNESS.** With your family, describe things that can make you feel mad. Show your child how you can use your body in positive ways to shift the madness to a smaller place. March in place and say, *"I feel so mad because ..."* (name something that can make you mad). Let your child march out madness by imitating your marching model.
- **BASKET OF COMFORT.** Talk to your child about sad feelings. Explain that everybody feels sad sometimes, so we need to learn ways to soothe or comfort those sad feelings. Share what you say and do to feel comforted when you feel sad. Ask your child to describe what he/she does. Use a basket to collect things from around your home that might comfort feelings of sadness. Some suggestions: happy pictures, bandages, comfort toys, a favorite storybook, a stuffed animal, music. Now you have this "go to" basket of comfort next time your child needs soothing and comfort for sad feelings.

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# MEET HUGGTOPUS!



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... building a school-to-home connection

## HOMELINKS WEEK 3

# Meet Huggtopus

This week, the Kimochis® Character named Huggtopus joined our classroom to teach your child about the feelings **silly, frustrated, excited, and proud**. Huggtopus (or Huggs) is our Kimochis® Character who is strong and affectionate, but she sometimes gets a little carried away with her big, friendly personality. She might hug too tightly or play too roughly, which upsets her friends. This can be confusing and frustrating to Huggs because she doesn't know why her friends say, "Don't bother me." With Huggtopus, your child is learning to read social cues, such as facial expressions, body language, and sounds from peers. Huggtopus also teaches children how to celebrate our differences. Huggs is a six-legged octopus and is proud that she is so unique!

Children who have a temperament like Huggs's can have a hard time waiting to talk to an adult. This week, we taught your child to pay attention to the **"Not now" signal**. (Put your pointer finger by your ear between you and your child. Do not make eye contact). This is a nonverbal means for adults to tell children in a friendly, effective way, "I want to listen, but this is not a good time." Another strategy is to choose a costume item—such as a hat, lei, tiara, necklace, or apron—to put on as a visual symbol when you need personal space and some uninterrupted time. Tell your child that when Mommy or Daddy is wearing the "Not now" costume, it serves as a reminder that interrupting would not be polite at that time.

**See reverse for ways your entire family can learn from this week's lesson!**

## Common Language

**“Not now” signal:** A nonverbal strategy to show children that they are interrupting. Put your pointer finger by your ear between you and your child. Do not make eye contact. Look and respond when you are ready to talk.

### Coach the “Not Now” Signal During Daily Activities

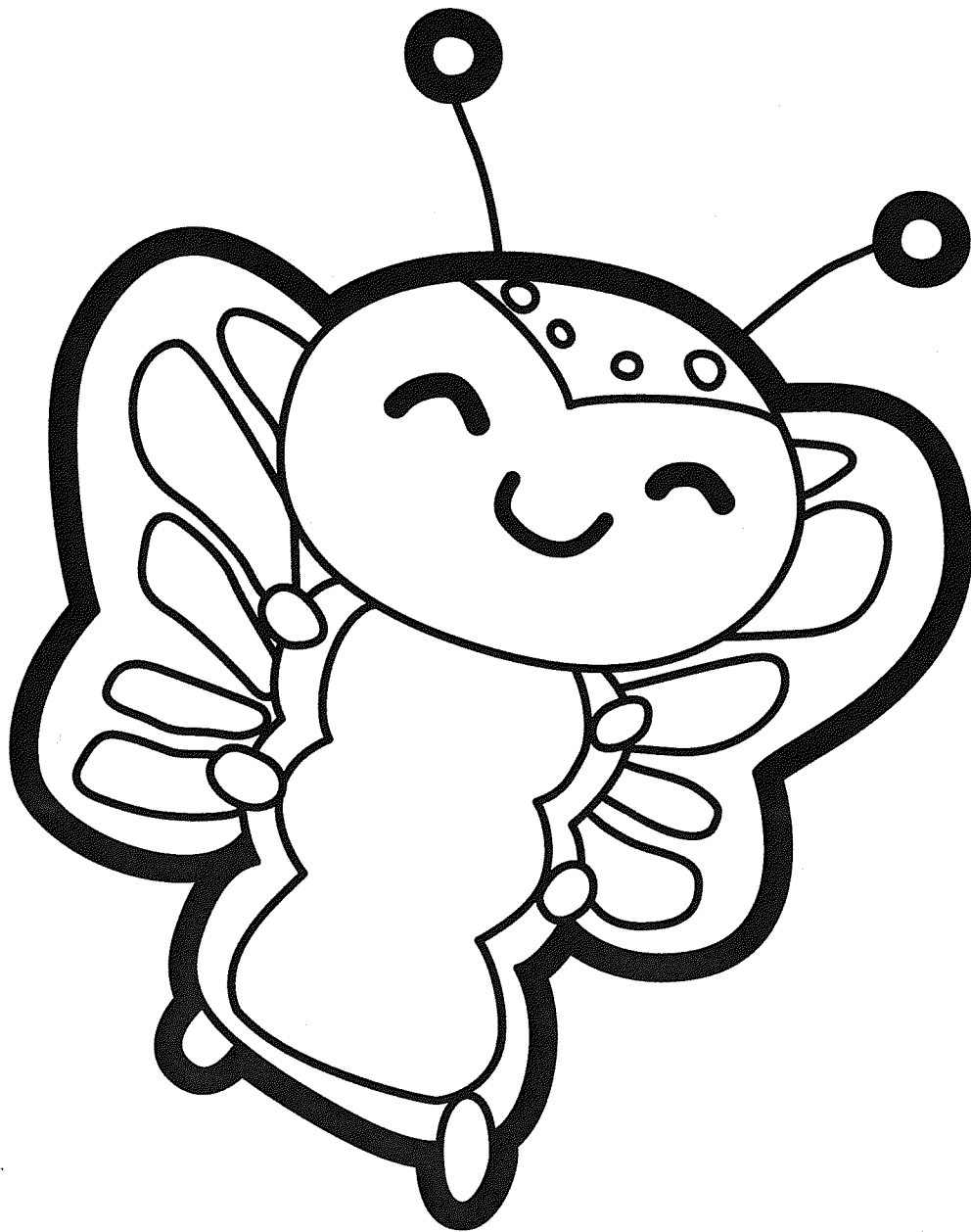
- Practice using the “Not now” signal with your child. Ask your child to pretend to be a parent talking on the phone. Interrupt so you can model how to respond to the “Not now” signal. (Take a step back, cover your mouth, and wait until the “parent” is off the phone to say, “*Sorry I interrupted.*”) Reverse roles so your child can respond to you giving this same signal.
- Before you begin a conversation on the phone, give your child an idea of how long you’ll need. Help your child find something to do during that time. Set a timer so expectations are clear. Remind your child that if he/she forgets, you will not make eye contact and will use the “Not now” signal.
- Acknowledge when you sense or can see your child noticing that you are busy and not interrupting you. For example, “*Thanks for your patience. You could see I was busy. What did you want to tell Mommy/Daddy?*”

### Family Fun: Playful Ways to Practice

- **LET’S GET EXCITED.** Make a list of family activities that would create excited feelings. Call it the “Let’s Get Excited List.” Invite family members to think of activities that would make them feel excited, like having a picnic in the backyard, hanging out together, calling an old family friend.
- **SURPRISE PARTY.** Surprises create excited feelings. Get creative and silly! Do some unexpected things in your daily routine to create positive feelings and excitement. For example:
  - Plan a birthday party for your child’s favorite stuffed animal, complete with invitations and cake!
  - Have a “backward dinner” and serve dessert first.
  - Get everyone in the car. Say, “*You never know where our car will go.*” Then drive to a special park, an ice cream store, Grandma’s house—somewhere that will make your child feel excited.
- **FRUSTRATED FURRY FRIENDS.** Talk about what each family member does to help manage frustration. Your child can choose a stuffed animal they can hold when they feel frustrated.

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# MEET BUG!





## HOMELINKS WEEK 4

# Meet Bug

This week, the Kimochis® Character named Bug joined our classroom to teach children about the feelings **left out, shy, brave, and scared**. Bug is the Kimochis® Character who is thoughtful and very careful. He is very smart and loves to talk. But Bug is afraid of change, and because he is a caterpillar, this is hard for him. Although Bug is afraid, he secretly dreams of flying, but it is hard for him to try new things.

Children who have a temperament like Bug's, benefit from learning how to be brave in order to manage shy and scared feelings and try new things. It is helpful to tell your child that bravery means you might feel afraid, shy, or unsure, but you can still get yourself to say and do something that is right or try something new. In our lesson, your child learned to use positive self-talk to help Bug take his wings out and fly. This self-talk tool will help your child manage emotions and develop confidence and resiliency.

**See reverse for ways your entire family can learn from this week's lesson!**

## Common Language

**Positive self-talk:** Encouraging self-talk you use inside your head, such as: *"I think I can," "I have done hard things before," "I know I can do it"*

### Coach Positive Self-Talk During Daily Activities

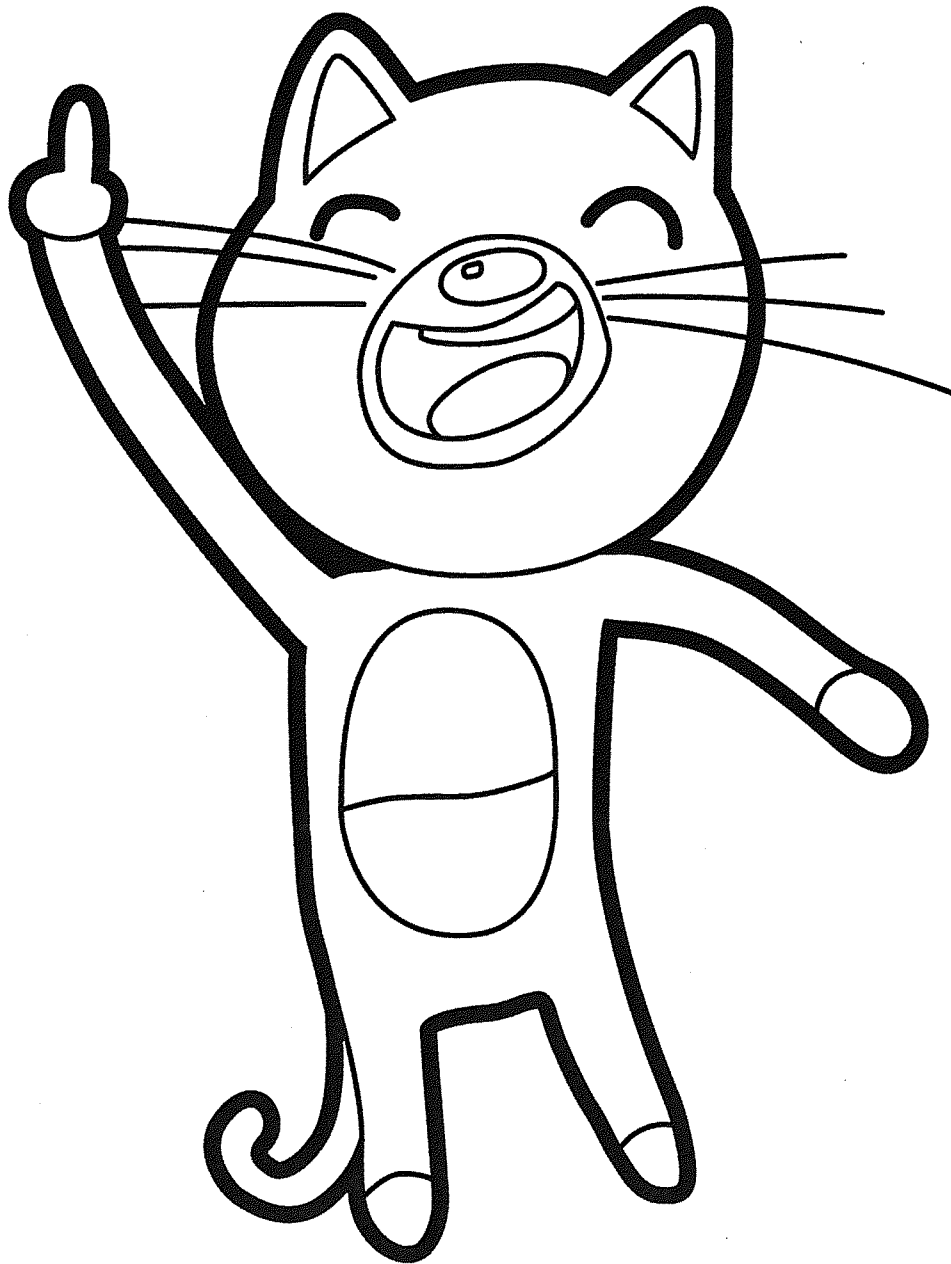
- Share your positive self-talk. *"I'm not giving up even though I am frustrated. I can do this."*
- Suggest positive self-talk when you see your child is reluctant to try something new. Whisper in his/her ear, *"Estelle, I know you can do it! Tell yourself, 'I can do it!'"*
- With your child, wonder aloud about times he/she used self-talk when challenged. *"I noticed you stuck with [name the task or activity]. What did you say inside your head to help?"*
- **Note:** Avoid labeling your child "shy" in front of others. Often parents will unintentionally say *"My child is shy"* because the parent may feel uncomfortable, concerned, or embarrassed when their child doesn't talk. Labeling does not feel good. It's more helpful to speak with close friends and family about the best ways you have found to talk to your child. For example, it can be helpful to make observations instead of asking a shy child questions: *"Tessa, it looks like you are enjoying that ice cream cone."*

### Family Fun: Playful Ways to Practice

- **WHEN I WAS LITTLE.** Children love to hear stories about their parents' childhoods. Share stories about accomplishments that took perseverance and bravery. For example, *"When I was little, I wanted to learn how to roller-skate, but I was afraid. Every day I would ..."* They also love to hear stories about themselves when they were little. Remind them of an accomplishment they achieved. Then have your child repeat this accomplishment by finishing this sentence, *"When I was little ..."* This makes them feel older and accomplished.
- **SHY BUSTERS.** Talk about shy feelings as a family. Discuss signs that show someone might be feeling shy (looking down, pulling body away, not talking). Name some people who you think tend to feel shy. Share your own tips for shy moments. Complete the statement *"When I feel shy, I ..."* Brain storm kind things you can say and do when you see someone who might be feeling shy. Challenge family members to say and do something to put this person at ease. Share your experiences.
- **I USED TO BE SCARED.** Play this game at dinner. Family members take turns finishing the sentence *"I used to be scared of ..."* The next person repeats what was just said and adds their own statement. For example, *"Mom used to be scared of thunder. Dad used to be scared to swim. I used to be scared of the dark."* Very young children will need help. Give them the prompt, *"What was Mom scared of? What was Dad scared of?"* Keep the game going until the list of old fears is too long to remember! You can circle back to make it clear that no one is scared anymore. This game helps children begin to understand that feelings come and go, which fosters resiliency.

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MEET CAT!





# Kimochis®

... building a school-to-home connection

## HOMELINKS WEEK 5

# Meet Cat

This week, the Kimochis® Character named Cat joined our classroom to teach children about the feelings **curious, cranky, and sorry**. Cat is the Kimochis® Character who knows what she wants, when she wants it, and why she wants it! When Cat makes up her mind, there is no stopping her. When the group needs a leader, Cat is always ready to help. She loves to be in charge, but she can be a little bit bossy. Cat may seem mean on the outside, but on the inside, she is very sweet. Cat has lots of bandages to help her redo times when she makes a mistake and hurts someone's feelings.

Children who have a temperament like Cat's can benefit from learning how to lead in strong, kind ways. They also need to practice following positive leaders, rather than always being the leader themselves. This week, your child learned how to say, **"Talk nicely"** when others forget and use bossy talk.

**See reverse for ways your entire family can learn from this week's lesson!**

## Common Language

“Talk nicely”: A child can say this to remind friends who are using bossy talk to talk in a friendlier way

### Coach Talking Voice (in Self and Others) During Daily Activities

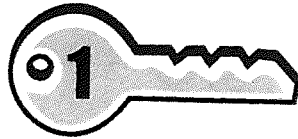
- Admire your child's positive leadership qualities. *“I can tell your friends are happy to use your ideas because you say them in such a friendly tone of voice.”*
- Notice when you accidentally use an unnecessary tone of voice that could come across as bossy or cranky. *“I better start again. My voice is sounding a bit cranky.”*
- Remind your child to use a talking tone when you hear him/her using one that has a bossy or demanding quality. *“Emily, why don't you say that again with your Talking Voice.”*
- Coach your child to ask a sibling or peer to “Talk nicely” if they are being bossed around. *“You can tell your big brother to talk nicely.”*

### Family Fun: Playful Ways to Practice

- **CURIOUS HUNT.** Go for a walk around the neighborhood to notice things you haven't seen before. Talk about how curiosity leads to finding new things.
- **CRANKY BUSTERS.** Everybody gets in cranky or grumpy moods from time to time. Humor can help many people get out of this kind of mood more quickly. With your family, develop a fun plan to help a family member when they might feel cranky. For example, find a special hat that anyone can wear when they are feeling cranky. This will tell family members that they would appreciate patience and space.
- **FOLLOW THE LEADER.** Play this game with your entire family. Take turns giving everyone a chance to be the leader, requesting such simple directions as, *“Do jumping jacks.”* Make it fun by paying attention to the leader's tone of voice. If someone gives a direction in a bossy or demanding voice, everyone gets to say in a kind, friendly voice, *“Talk nicely.”* Then the leader says the direction again in a friendlier tone.

# Kimochis®

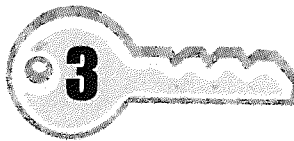
## Keys to Communication for Early Childhood



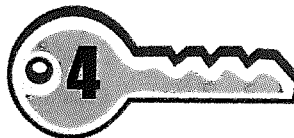
GET SOMEONE'S ATTENTION



USE A TALKING VOICE



USE A TALKING FACE AND BODY

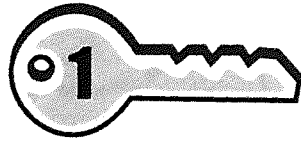


CHOOSE HELPING WORDS

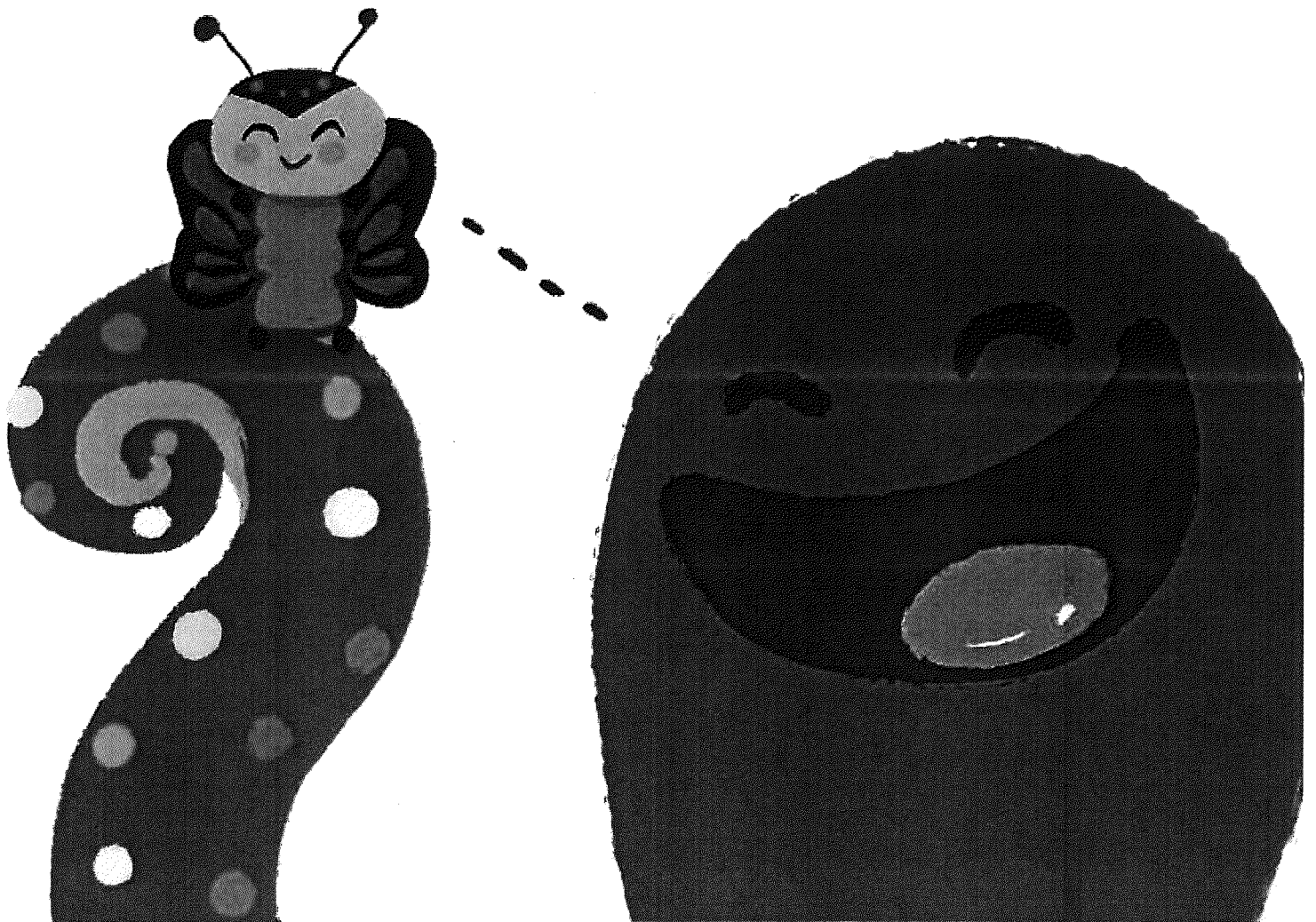


REDO HURTFUL MOMENTS

# Kimochis<sup>®</sup>



GET SOMEONE'S  
ATTENTION



# Kimochis®

... building a school-to-home connection

## HOMELINKS WEEK 6

### Key 1

This week, your child learned the first Kimochis® Key to Communication: **Get someone's attention.** Your child learned that when we want to get someone's attention, it is important to call that person's name. This alerts the person to look. If your child waits for the person to look or make eye contact before speaking, it increases the odds that the people communicating will really listen to each other. Sometimes calling someone's name is not enough. Your child learned to use a gentle tap on the shoulder to get attention. When your child knows that the listener is ready to listen, the likelihood of having a positive connection is increased. These are the **three communication habits** your child learned:

1. Call the person by name.
2. Wait for eye contact before speaking.
3. Use a Communication Tap (a gentle tap on the shoulder two or three times) to gain attention or eye contact. Now it's time to speak because we are both focused on the communication interaction.

**See reverse for ways your entire family can learn from this week's lesson!**

## Common Language

**Eye contact:** Looking at others' eyes when listening and talking

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

### Coach Key I During Daily Activities

- Practice with your child. Don't make eye contact when your child speaks until he/she calls your name. Say, *"Oops, you forgot to call my name to get my attention."* Turn and make eye contact when your child calls your name.
- Show your child that you will use these communication habits by being in the same room as your child, calling his/her name, and waiting for eye contact before speaking.
- Show respect by waiting to get your child's attention if they are speaking to someone and/or focused on something. Stand near so your child notices you and say, *"Jamal, I see you are coloring. Is this a good time to talk about our day?"* Clearly, if you need your child's attention, get it. But children learn by observing, so modeling respect through the use of these communication habits is an indirect way to teach your child to use them.
- When children start to use the Communication Tap, acknowledge them directly: *"I just noticed that you used the Communication Tap when someone cut in line. That worked nicely!"*
- Smile and compliment your child when he/she uses the new communication habits effectively.
- You can also encourage eye contact by having your child tell their story to your eyes. You can prompt your child by saying, *"Tell Mommy's/Daddy's eyes what happened on the playground."*

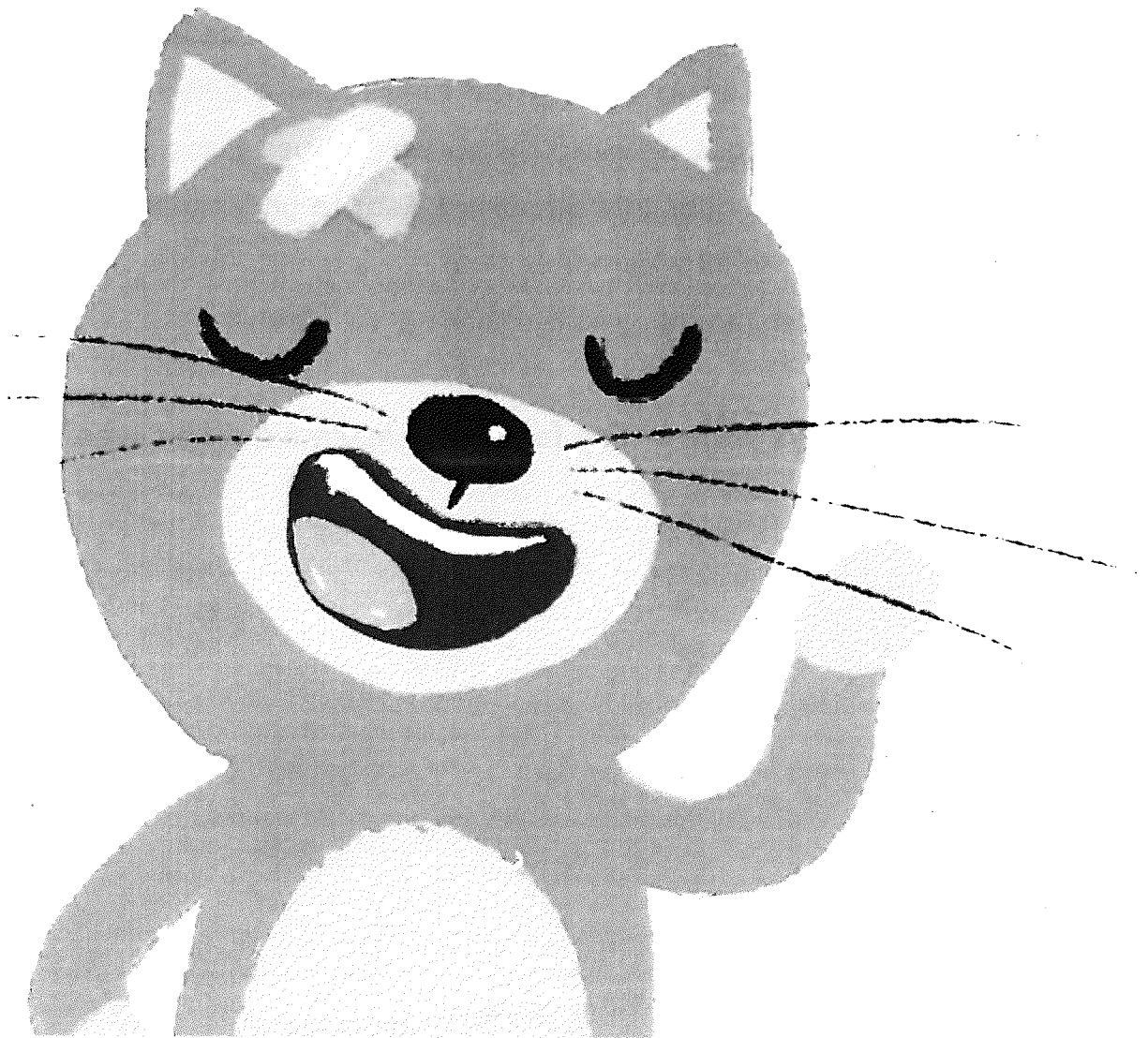
### Family Fun: Playful Ways to Practice

- **SHARE THE STORY OF ONE'S NAME.** Children love to hear stories. Share with your child how you came up with his/her name. Tell the story of where your name came from.
- **TAKE THE NAME CHALLENGE.** Family members learn the names of people at school. Each week, have your child share the name of one person from school you don't know, then say, *"Hello, [person's name]."* In turn, tell your family members the names of people you met that week and how you enjoy meeting new people.
- **FACE TO FACE.** Tell your child that you will make sure you are in the same room and only speak when you have eye contact and attention. Say, *"I might forget because this is something new."* Your child can compliment you when you remember or say, *"Oops, you forgot eye contact."* Smile, say *"Thanks,"* and start over!

# Kimochis®



## USE A TALKING VOICE





## HOMELINKS WEEK 7

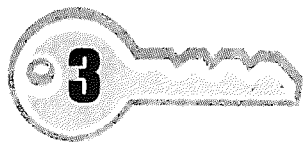
# Key 2

This week, your child learned the second Kimochis® Key to Communication: **Use a Talking Voice.** This key helps children stay aware of how they use the tone and volume of their voice. Sometimes when we have upset feelings, it is easy to yell or use a tone of voice that makes the situation worse instead of better. The lesson this week taught your child how to use a Talking Voice rather than a defensive, aggressive, or Fighting Voice (see definitions on back). When we feel upset and are able to use a Talking Voice, we raise the odds that others will want to understand our feelings and resolve conflicts. Your child also learned how to pay attention to the tone of voice of others as a way to understand the emotion behind the words.

**See reverse for ways your entire family can learn from this week's lesson!**



# Kimochis®



USE A TALKING FACE  
AND BODY



## Common Language

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

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

### Coach Key 2 During Daily Activities

- Before play, remind your child to use a Talking Voice. *“When Jane comes to play, remember to use a Talking Voice when you choose toys.”*
- Guide children to use a Talking Voice. When you hear a Fighting Voice, name it by saying, *“Oops, use a Talking Voice. Thanks.”* Tell your child how you keep a Talking Voice when you feel upset. *“Right now, I had to remind myself to use my Talking Voice because I am frustrated.”*
- When you hear a child using a Talking Voice, acknowledge the effort by saying, *“I can see that you are feeling mad. I admire how you are using your Talking Voice!”*
- Admire people who use a Talking Voice regularly. *“I appreciate the way Daddy is patient with me by using a Talking Voice when I make mistakes.”*

### Family Fun: Playful Ways to Practice

- **PLEASE PASS THE TALKING VOICE.** Be playful at dinner to help your child tune in to the difference between a Talking Voice and a Fighting Voice. When a family member requests something at the table, they can use a Talking or a Fighting Voice. If a Fighting Voice is used, every one can scrunch up their face and say, *“Fighting Voice.”*
- **I HEAR A FIGHTING VOICE.** From time to time, challenge your family to hear and notice Fighting Voices in the world. When you hear a Fighting Voice, make eye contact with each other and whisper, *“Fighting Voice.”* Later, discuss what this person might have been feeling to use their Fighting Voice in public. Discuss what happens when we forget our Talking Voice.
- **QUIET AS A MOUSE MEAL.** Decide to make a family meal the “Quiet as a Mouse Meal.” Everyone has to whisper the entire time. Whispering gives your child the experience of changing and controlling his/her voice, which is necessary when trying to use a Talking Voice when feeling upset. You can change the game (and its name!) for different meals—use cranky voices at a “Cranky as a Crab Meal” or whining voices at a “Squeaky as a Wheel Meal.” This may sound silly, but it will give your child practice changing and controlling the tone and volume of his/her voice.



## HOMELINKS WEEK 8

# Key 3

This week, your child learned the third Kimochis® Key to Communication: **Use a Talking Face and Body**. We practiced strategies for maintaining a positive facial expression and body language when experiencing upset emotions and conflicts instead of a mean or hurtful facial expression (Fighting Face) and body language. When your child can keep his/her face and body from looking aggressive or hurtful, others will be more willing to listen. Your child learned how to notice and read the facial expressions and body language of others as a way to understand the emotion behind the words. Your child also learned a **communication tool** called the **Talking Hand**. This is a positive and effective strategy your child can use to respond to peers or siblings when they grab.

**See reverse for ways your entire family can learn from this week's lesson!**

## Common Language

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

**Body language:** All the body postures (head, face, arms, torso, legs) that show emotion

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

**Fighting Face:** Pinched, mean, and scary face

**Talking Body:** Open and relaxed body that conveys respect and self-control

**Fighting Body:** Tense and tight body

**Talking Hand:** Put your hand out palm up; use your other hand to tap your open palm; wait patiently for the person to return object; say *"Thank you"* with eye contact when they do cooperate

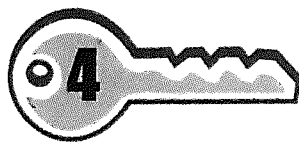
### Coach Key 3 During Daily Activities

- Guide your children to pay attention to facial expressions and body language during the day. *"I see some Fighting Faces. Let's change them to Talking Faces."* (Also guide the Talking Hand.)
- Point out your own or others' positive facial expressions: *"Look at Daddy's face"* or *"My face is saying I appreciate how patiently you play with your baby brother."*
- Practice the Talking Hand gesture before a playdate as a reminder.
- Acknowledge when your child displays positive values such as patience, generosity, and kindness by noticing and commenting on what these facial expressions look like. For example, *"Pablo, look at Jacob's face. His face is saying that he appreciates how kind you are to wait for him."*

### Family Fun: Playful Ways to Practice

- **FEELING FACES.** At mealtime, each family member shows a facial expression for others to guess what they are feeling. Whisper emotions in your child's ear if he/she can't think of one (sad, mad, happy, sleepy, excited, scared, silly, frustrated, loved).
- **SILENT SUPPER.** Create a no-talking-allowed dinner. Explain that every family member is to talk using only their face and body. This will force everyone to pay attention to facial expressions and body language. It will be playful and educational for your child. This often is a family favorite because grown-ups appreciate and need quiet from time-to-time!
- **I LOVE YOU SIGNAL.** Create a secret signal that silently tells family members, "I love you" (squeeze hands, hand on shoulder). This nonverbal tool gives children a way to feel comforted when they need reassurance or when you want to make a close connection during a busy time. This can also be used as a positive, non-verbal way to reassure your child when you say good-bye.

# Kimochis®



CHOOSE  
HELPING WORDS





## HOMELINKS WEEK 9

# Key 4

This week, your child learned the fourth Kimochis® Key to Communication: **Choose helping words.** This key helps us to both think before we speak and consider our word choices. Typically, children acquire a basic ability to understand another's perspective between 3 and 4 years of age.<sup>1</sup> This allows them to become caring people. However, they will need modeling and practice to do so. In our lesson, we talked about words that make hearts feel good and words that hurt feelings and your hearts. Your child knows that everybody makes mistakes and can accidentally use words that hurt. Your child learned to use the following communication tool when hurting words are used:

1. Place your hand over your heart.
2. Show a gentle, but hurt facial expression.
3. Make eye contact with the person who hurt you.
4. Say, "Ouch" in a soft, but hurt tone.

The children now know that this is a safe, kind way to express hurt feelings. If a mistake is made, family members can use this tool so they can apologize and make things better.

**See reverse for ways your entire family can learn from this week's lesson!**

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<sup>1</sup> Landy, A. 2009. Pathways to Competence: Encouraging Healthy Social and Emotional Development in Young Children. 2nd ed. Baltimore: Brookes Publishing

## Common Language

**Helping words:** Positive words that resolve feelings and conflicts

**Hurting words:** Negative or loaded words that create upset feelings

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

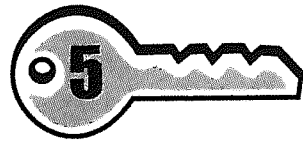
### Coach Key 4 During Daily Activities

- Guide your child to use helping words in challenging situations. For example, if your child is frustrated because you can't say yes to a request, say, *“Lena, you can tell Mommy, ‘I feel frustrated.’”*
- Acknowledge children's attempts to use helping words: *“I hear Sissy using helping words!”*
- Before an activity that might create upset feelings, remind your child how they can use *“Ouch”* to let their friends or siblings know that a moment was hurtful. Predict what might happen that would make play not so much fun. Then create a communication script for that specific moment. For example, if you predict that turn-taking and sharing will be challenging, remind your child that they can say, *“Remember, we take turns.”*
- Be mindful to choose helping words yourself. When you can see, hear, and feel that your word choice was hurtful, be brave and apologize and start again. *“Oops, I want to try again and use my helping words.”*

### Family Fun: Playful Ways to Practice

- **SILLY WORDS.** It can be fun for families to make up words that only your family knows. For example, *“jumpy”* could be your family's way of saying, *“This is so fun!”*
- **FAVORITE EXPRESSIONS.** Children benefit from learning helpful proverbs that you might have learned as a child. For example, *“Two wrongs don't make a right.”* One has to regulate emotions with positive communication tools when someone wrongs you. For example, if someone grabs from you (wrong), you can use the Talking Hand (right)!
- **OFF-LIMIT WORDS.** Young children go through a developmentally normal period when they use “bad” words. Discuss as a family how to think before speaking and make sure to avoid hurtful words. Name words that are off-limits. Explain that if you hear these words, you will make eye contact and shake your head to say, *“No, we don't say these words.”*

# Kimochis®



REDO  
HURTFUL MOMENTS







## HOMELINKS WEEK 10

# Key 5

This week, your child learned the fifth Kimochis® Key to Communication: **Redo hurtful moments**. This key helps us remember to own and name our mistakes by apologizing and making things right. Although younger children may not always realize when they have said or done something wrong, they need to understand why it's important to say they're sorry. Learning the words "I'm sorry" comes faster than the genuine feeling behind it.<sup>1</sup> As children develop the ability to take the perspective of someone else (between ages 3 and 4), their apology skills will improve. Kimochis® Cat comes with bandages that can help young children understand that hurt feelings are like an injury that needs attention. Children who can learn to **redo communication mistakes** will have healthier and more successful social relationships.

**See reverse for ways your entire family can learn from this week's lesson!**

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<sup>1</sup> Severe, S. 2004. How to Behave So Your Preschooler Will, Too. New York: Penguin Books

## Common Language

**Redo:** To begin again using positive words and actions

### Coach Key 5 During Daily Activities

- Your child will need guidance and coaching to learn how to apologize. When children are in a conflict, say, "*We say sorry when we [name hurtful situation]*" to teach children about empathy.
- Acknowledge bravery and kindness when you see your child trying to redo communication mistakes and making an apology.
- Apologize and redo moments when you regret your own behavior. For example, if you yell at your child, say, "*I need to start over. I am mad, but that doesn't make it okay to yell.*"
- At bedtime, discuss times during the day when your child handled an upset feeling. Also share how you handled a challenging moment. For example, "*Remember today when I was feeling frustrated because I couldn't find my keys? It really helped me to keep calm and ask you to help me look for them.*"

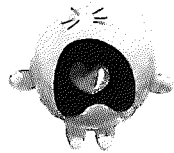
### Family Fun: Playful Ways to Practice

- **PLAY-ACT.** Enjoy floor time together and simply play with your child. Ask your child to pretend that you are a friend who forgets to play kindly and fairly. Each time you forget, prompt your child to make eye contact with you and say, "Redo."
- **CREATE A FAMILY REDO SIGNAL.** It is helpful and playful to create a nonverbal signal to tell family members it's time for a redo. For example, when you see your child grab a toy, you can call his/her name, wait for eye contact, and give the redo signal. A very light shake of the head to indicate a "no-no," for instance, can be a very effective reminder to your child that there are kinder ways to handle upset emotions.
- **HABIT REDO.** Each family member can name habits that are hurtful or simply not the way you want to behave. For example, many parents regret raising their voice. You could say, "*I need to work on remembering to use my Talking Voice when I feel upset.*" Enlist your family's help by asking them to remind you to redo a moment if you forget. Also, remind them that it is helpful if they can notice when you remember to use a new communication tool. This is the process of undoing unhelpful habits and replacing them with helpful habits. Kimochis® are for everyone, not just little children!

# How Are You Feeling?



BRAVE



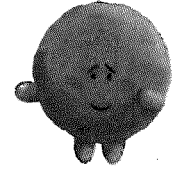
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CURIOUS



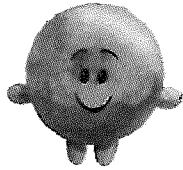
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EMBARRASSED



EXCITED



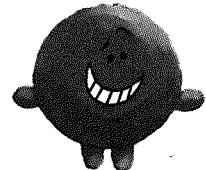
FRIENDLY



FRUSTRATED



GRATEFUL



GUILTY



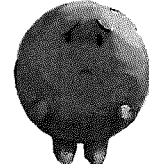
HAPPY



HOPEFUL



HURT



INSECURE



JEALOUS



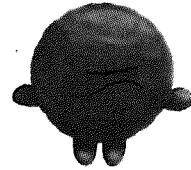
KIND



LEFT OUT



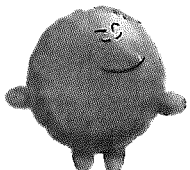
LOVED



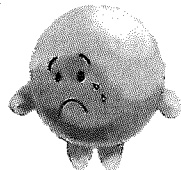
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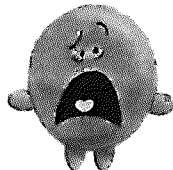
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PROUD



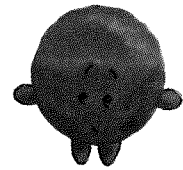
SAD



SCARED



SENSITIVE



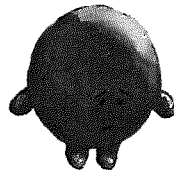
SHY



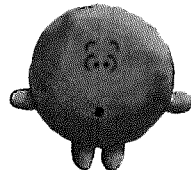
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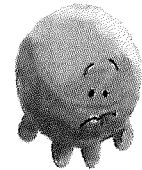
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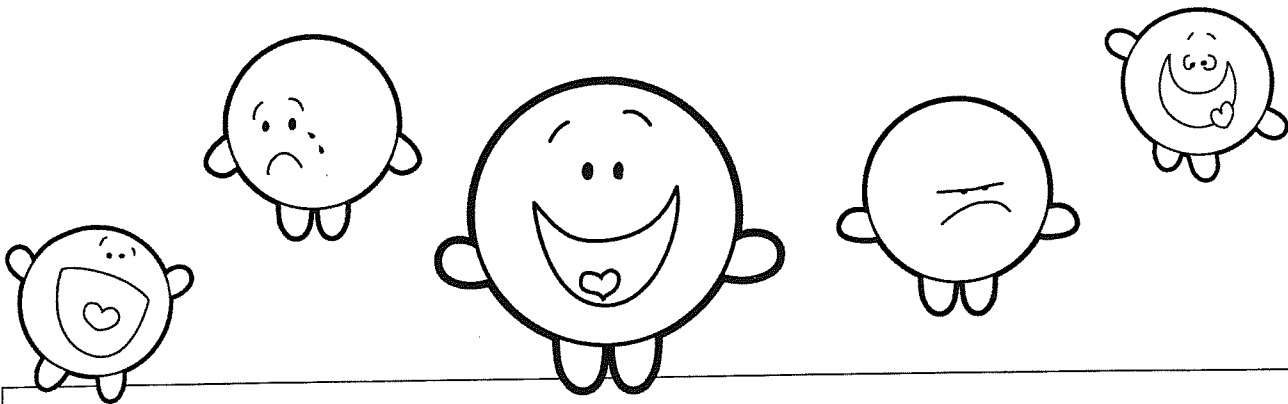
SORRY



SURPRISED



UNCOMFORTABLE



### **FEELINGS ARE IMPORTANT!**

When children are able to understand and regulate their emotions and when they know how to cope with the emotions of others, they are building a strong foundation for a successful school experience (Denham and Brown 2010). The development of a feeling vocabulary is considered to be of critical importance in a child's emotional development because it helps them understand their emotional experiences (Joseph and Strain 2010). Researchers have found that children who can discuss emotions and follow rules around emotional regulation are more popular (Hubbard and Coie 1994). Susanne Denham (1986) determined that when early childhood educators devote specific time to developing a rich emotional vocabulary with children, they have fewer challenging behaviors and more sophisticated, positive peer relationships. Educators and parents also need to spend quality time developing positive relationships with children (Joseph and Strain 2003b).

Research also shows that children who are adept at understanding others' feelings tend to have more academic success at the primary level (Izard 2002; Dowsett and Huston 2005). This emotional competence also promotes social development because children are able to cultivate successful interactions that involve listening, cooperating, and negotiating (Epstein 2009). Helping young children to develop and master the vocabulary of feelings sets them up for success in school, relationships, and life.

# Kimochis®

... building a school-to-home connection

## HOMELINKS WEEK 11

# Kind Feeling

This week, your child learned about kindness and the Kimochis® *kotowaza*—or Japanese proverb—that accompanies this feeling. **“Take the time to be kind”** is this week’s *kotowaza* to encourage kindness. This *kotowaza* inspires people to say and do kind things. Research has shown that there is a close association between kindness and happiness. Kind people experience more happiness and have happier memories.<sup>1</sup> Kindness also helps children make and keep friends. Kindness builds patience and tolerance because we can learn to think kind thoughts when others make mistakes or hurt feelings.

This week, we talked about how children can use their eyes and ears to look for opportunities to be kind. For example, a child might see that a teacher has dropped something and pick it up without being asked. **Your child learned two new communication habits: “Say it” and “Do it.”**

**See reverse for ways your entire family can learn from this week’s lesson!**

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<sup>1</sup> Otake, K., S. Shimai, J. Tanaka-Matsumi, K. Otsui, and B. Frederickson. 2006. “Happy People Become Happier Through Kindness: A Counting Kindnesses Intervention.” *Journal of Happiness Studies* 7(3): 361–375.

## Common Language

**“Say it”:** If you think of something kind to say, say it!

**“Do it”:** If you think of something kind to do, do it!

### Coach Kindness During Daily Activities

- Acknowledge kind words and actions that do not come naturally or easily for your child. For example, *“I admire how you were kind and let your baby brother go first. It’s hard for him to wait because he’s so little.”*
- Admire people who are kind: *“It is so nice to be around Aunt Florence. She always notices when I need help.”* Ask your child to think of someone who is kind. Ask them to share their observations about this kind person and how their kindness makes them feel.
- Notice kindness in the world: *“That was kind of that driver to let me go in front of him.”*

### Family Fun: Playful Ways to Practice

- **THANKS AGAIN.** As a family, talk about people you appreciate who have been kind to you recently or in the past. Make a point to call or send this person a note. Help your child make a call or send a note or picture. Appreciating kindness creates and sustains positive connections!
- **SECRET KINDNESS.** Choose a week for your family to do acts of kindness that are kept secret. This is when you do something for the world or others and don’t tell anyone except your family. For example, pick up litter, bring in a neighbor’s garbage cans, leave a flower for someone, talk with someone who looks lonely. When discussing your secret acts of kindness, take the time to share how being kind made you feel. This activity just might become a tradition. Traditions are known to create strong family bonds and connections.
- **BE KIND.** Decide as a family to sprinkle kindness everywhere and on everyone. At dinner or in the car, share how being kind makes you feel. Talk about what happens as a result of kindness. Do you see a kindness ripple? A kindness ripple is when one act of kindness inspires an act of kindness by the next person.



## HOMELINKS WEEK 12

# Happy: Sharing

This week, your child learned about happiness and the Kimochis® *kotowaza*—or Japanese proverb—that accompanies this feeling: **“Have a happy heart!”** This means we can say and do kind things that fill hearts with happy feelings. Sharing makes everyone feel happy, but young children are just learning how to share. Children who are 3 to 4 years old are developing the skills of sharing. However, because they are still figuring how to get their own needs met, they will struggle to share with others and will need adult guidance. Children who are 4 to 5 years old are able to share more easily. There may be some minor arguments that occur over possessions, especially favorites. It is best to guide children through these conflicts. Sharing is an important pro-social skill. In one study, the ability to share appropriately predicted positive social behavior later in adolescence.<sup>1</sup>

**Your child was given the tool to say, “Remember, we share”** when someone does not share. We also like to use the phrase, “He/she forgot to share.” This helps remind everyone that young children are practicing skills in sharing and have not quite mastered them yet!

**See reverse for ways your entire family can learn from this week’s lesson!**

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<sup>1</sup> Eisenberg, N., J. K. Guthrie, B. C. Murphy, S. A. Shepard, A. Cumberland, and G. Carlo. 1999. “Consistency and Development of Prosocial Dispositions: A Longitudinal Study.” *Child Development* 70: 1360–1372.

## Common Language

**“Remember, we share”:** A saying that gently helps children remember to share with each other

### Coach Sharing During Daily Activities

- Make an effort to talk about how you share every day. When your child asks you for something of yours and you can say yes, respond in a cheerful way: *“I am happy to share.”*
- Acknowledge when your child shares in an especially difficult situation. *“That was the last piece of your cookie. That was generous and kind of you to share with your sister.”*
- Using a friendly face and voice, remind your child when he/she forgets to share by saying, *“Remember, we share.”* Give these same words to your child when other children forget to share with them. You can say, *“Tell Franklin, ‘Remember, we share.’ ”*

### Family Fun: Playful Ways to Practice

- **SHARE BEAR.** Designate a stuffed bear or other plush animal as the “Family Share Bear.” Before a playdate or sibling play, give your child the “Share Bear” and ask why sharing is necessary. Practice what he/she will say and do if the friend or sibling forgets to share. Remind your child to say, *“Remember, we share.”* Put the Share Bear near the play area. After play, ask your child to tell you and Share Bear how the sharing went.
- **HAPPY HEART.** Make a heart out of red or pink construction paper or use a heart-shaped object if you have one. Pass the heart to family members at dinnertime:
  - Ask, *“What made your heart feel happy today?”*
  - Then, *“How did you make someone else’s heart happy?”*
  - Have each family member say something kind and loving to someone else at the table while holding the heart.
- **FAMILY DANCE.** Music creates positive feelings and may help family members get out of upset moods. With your family, choose a “Family Song” that makes everyone feel happy. Play the song and drop everything to sing and dance. Turn it up and feel happy doing the Family Dance! Again, you may well be creating another family tradition.





## HOMELINKS WEEK 13

# Happy: Taking Turns

This week, we talked about how the feeling “happy” helps children remember to **take turns**. When children take turns, everyone feels happy. Taking turns can be difficult for young children because they need to regulate their impulses and have patience. Young children are just learning to master this as they move from the egocentric “me” stage to the more group-conscious “us” stage. Gentle reminders in the moment and acknowledgement when children take turns will help them learn about this democratic principle.

Your child has learned that taking turns works best when we each name our turn. For example, when it’s your child’s turn, they can say, “**My turn**” and pat their hand on their chest to indicate this. You can do the same for your turn. This can also work with a sibling or friend. The hand movements (patting your own chest and pointing to your play partner) help to guide the back-and-forth action of taking turns. Your child also learned some communication scripts that can help decide who will go first during play. We practiced being kind and saying, “**Would you like to go first?**” and “**Can I please go first next time?**”

**See reverse for ways your entire family can learn from this week’s lesson!**

## Coach Turn-Taking During Daily Activities

- Acknowledge your child when he/she actively takes turns. Explicitly name the skill: *"I see Huang and you taking turns. I see two happy faces."*
- Set up activities where your child can practice turn-taking with you, a sibling, or a playmate. Activities could include doing a puzzle as a pair, stacking blocks, or making a simple art project. Younger children will need prompts and acknowledgement, but the practice will be worth it.
- Practice taking turns with your child by saying, *"Would you like to go first? Can I go first next time?"*

## Family Fun: Playful Ways to Practice

- **THE TALKING STICK.** Find a nice stick and decorate it with your child. Keep the stick nearby and use it as a way to make sure that every family member gets a turn to talk during conversation times. The family member holding the stick is the speaker. The rest of the family listens respectfully with good eye contact. Some families have used a river rock, painted it, and called it the Talking Stone. A "talking" object allows family members to hold something that shows everyone whose turn it is. Make up a fun, nonverbal family signal that would prompt a family member to stop if they talk too long (the time-out signal, the cutting motion, etc.). Reassure all that the reason we sometimes need to have someone stop talking is because others also need and want a turn.
- **BOARD GAMES.** Simple board games are a great way to practice turn-taking. Kids love to have their parents' attention too! Use the words (*"My turn ... Your turn"*) and motions (hand movements) to keep track of each other's turns. Tell your child that every once in a while, you will pretend to take two turns. Your child's job is to kindly remind you, *"Remember, we take turns."*
- **HIDE-AND-SEEK.** Children love this game, and it is a great way to create happy feelings while you and your child take turns. Make a big deal about whose turn it is to hide and whose turn it is to seek. Occasionally, be sure to go first so your child gets practice not always being first.

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... building a school-to-home connection

## HOMELINKS WEEK 14

# Excited

This week, your child learned about being “**excited**” and the Kimochis® *kotowaza* or Japanese proverb—that accompanies this feeling: “**Fun has to be fun for everyone.**” This *kotowaza* inspires and encourages children to feel the positive energy of fun and excitement. Your child also learned how to control excited feelings. Play is an activity that is very exciting for young children. When children get really excited, they might engage in what is called “rough-and-tumble play.” Rough-and-tumble play helps children learn about their bodies. It can also serve as an outlet for active children and helps develop the frontal lobe of the brain, which is used to regulate behavior. This style of play teaches children to both display and read body language that indicates when play needs to change or end. Your child learned the tool called “**Stop Hands,**” which is a means to let friends know when the current form of play has gotten to be too much. Stop Hands nonverbally say, “*I like you, but let’s play something else.*” **These are the four steps for Stop Hands:**

1. Take a step back to make space.
2. Put up hands in a friendly way close to the body, palms facing out, fingers spread, to gently indicate, “*Stop.*”
3. Use a Talking Voice and Face to speak the person’s name.
4. Say, “*Stop, let’s play something else.*”

**See reverse for ways your entire family can learn from this week’s lesson!**

## Common Language

**Stop Hands:** Hold hands up near body in a friendly way that nonverbally says, "Please stop"

### Coach Excited Feelings During the Day

- Guide your child to use Stop Hands when you notice that play has gotten too wild for your child.
- Acknowledge when your child uses Stop Hands to let friends or siblings know that the play is no longer fun. *"I admire how you used your Stop Hands to let Ben know the play was too wild."*
- Acknowledge your child when he/she is enjoying excited feelings, but is staying in bounds with voice volume and body actions.

### Family Fun: Playful Ways to Practice

- **EXCITED DANCE PARTY.** Dancing to music can create excited feelings. Do an "Excited Dance" to fun, playful music. Start with a little excitement and slowly build up to BIG excitement. End by slowing down the movement to a "little excited" again, to help your child learn to control his/her body and actions.
- **EXCITED COUNTDOWN.** When you have an upcoming event (family trip, family reunion, fun party) that is exciting for all your family members, do a countdown on your calendar. Each day, count how many more days there are until the exciting event. When it finally arrives, everyone can talk about how excited they are for the event.
- **HOT AND COLD.** On days that your child gets a special treat, tell your child that you will hide the treat somewhere in the house. (Unless, of course, it is ice cream!) Tell your child to look for it. As he/she gets closer to the hiding place, say, *"Warmer, warmer, hot!"* If your child is getting far away from the hiding place, say, *"Colder, cold."* Continue until your child finds the treat. Then celebrate the excitement together!

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... building a school-to-home connection

## HOMELINKS WEEK 15

# Friendly

This week, your child learned about **friendliness** and the Kimochis® *kotowaza*—or Japanese proverb—that accompanies this feeling: **“Friendly faces create friendly places.”** This *kotowaza* inspires and encourages children to be friendly to people beyond those we are comfortable with or know well. When children are friendly, it helps to create a positive climate and culture in our schools, homes, and communities. Children who have friendly facial expressions and body language are invited to play more frequently because other children are attracted to their openness. Your child learned how to acknowledge people when they enter a room or meet for the first time. They also were encouraged to think of other ways to be friendly, such as making room for a peer to sit next to them or giving what we call **“Friendly Signals”** to classmates on the playground. As children practice friendliness, they will see how friendly acts can create positive ripples in the world.

**See reverse for ways your entire family can learn from this week’s lesson!**

## Common Language

**Friendly places:** Places where people are friendly, inclusive, and kind to one another

**Friendly Signals:** Gestures and words that convey friendliness such as eye contact, head nods, smiles, waves, pat on the back

### Coach Friendly Signals During Daily Activities

- Acknowledge your child when he/she is friendly. Explicitly name what you observed: *"I admire how you smile at everyone and say hi when we walk to school."*
- Review with your child how he/she can greet people who come to your home. Say, *"Mrs. Rodriguez is coming for lunch. Remember to make eye contact and say, 'Hello, Mrs. Rodriguez.'"*
- Share how you are working hard to be friendly to teachers and parents at your child's school whom you do not know well. *"Today, I am going to practice making eye contact, smiling, and being friendly to some new parents at your school."*

### Family Fun: Playful Ways to Practice

- **SWEET AND SOUR.** This is a fun and playful game that families can enjoy in the car. Explain that while you are driving, you will send Friendly Signals to people in other cars or to those on the sidewalk. If the person sends a Friendly Signal back, you say, "Sweet." If you do not get a Friendly Signal, you say, "Sour." Hopefully, you will get more people who send a Friendly Signal back! This is at the heart of the game and can help young children begin to understand that we often get what we give. When we are friendly, most people are friendly back! Remind children that if people do not send Friendly Signals, it does not mean they are unkind. Rather, cultures can make people express friendliness differently. Also, some people are more shy or have not been taught how to send Friendly Signals. We want to practice patience, understanding, and compassion.
- **FRIENDLY FIVE.** This is a fun, interactive way to acknowledge friendliness you observe in others. When you see someone with a friendly face (perhaps in the grocery store), give your child a high five and say, "Friendly five!" Gradually, your child will start to recognize friendliness and start to give you high fives or "friendly fives." Once you teach your family this game, it might get started when you least expect it!
- **FRIENDLY COLLAGE.** Use old photos that show friendly faces of people you love. With your child's help, cut out the faces and glue them on poster board. Put this poster in an area where all family members can see it as a reminder of all the friendly faces you have in your life.

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## HOMELINKS WEEK 16

# Left Out: Joining In

This week, we talked about feeling **left out** and the Kimochis® *kotowaza* that accompanies this emotion: **“Make room for everyone.”** This Japanese saying inspires children to push themselves to get included and to seek to include everyone in play. Children between the ages of 3 and 4 are becoming more interested in socializing and will engage in “associative play” with little organization and no rules. An older child may be the leader, and younger children will seldom question this authority. Between the ages of 4 and 5, children begin to engage in “cooperative play,” which is organized around group goals with simple rules. It can be difficult for children to enter this play as there can be constant changes in play partners. Working on inclusion skills is important. Research has shown that children who stop to observe play and are confident when making a bid for entry are more likely to be accepted into play.

**These are the steps your child learned that can help him/her get included in play:**

- Choose a person who looks friendly or who you know and stand where they can see you.
- Call this child's name.
- Give a Communication Tap and wait for eye contact.
- Smile and ask, “*Can I play?*”
- Respond with a friendly-sounding “*Thank you*” and a smile.

**See reverse for ways your entire family can learn from this week's lesson!**

## Coach Inclusion During Daily Activities

- Guide your child to a group of children who will be most likely to accept him/her. Join the group yourself as a model and then move away as the children include your child.
- Encouraging your child to do something concrete may help him/her gain entry. For example, if peers are having a tea party, your child could bring a cup and ask for tea.
- Acknowledge when your child is inclusive and friendly. *"I admire how you always say yes when people ask you if they can play with you."*

## Family Fun: Playful Ways to Practice

- **WHEN I WAS LITTLE.** Recall times when you were young and felt left out. Say, "When I was little, I felt left out when ...". Share what you did to make it better and who was kind and included you.
- **GETTING TO KNOW YOU.** Playdates are a good way for your child to enjoy one peer at a time. Playdates can be difficult to schedule, but try to invite each child in your child's classroom for a playdate. Keep it to an hour. Young children can only handle the excitement and interaction for a short time. You want the playdate to be a positive experience for both children.
- **HEY, WHAT ABOUT ME?** Tell your child that sometimes kids are having so much fun that they might not see or hear others who want to play too. One way to join in is to say in a friendly way, *"Hey, what about me? Can I play too?"* Practice with family members. Say it in a friendly way and an unfriendly way. Discuss how voices and faces can make a difference. Make this a family activity by having two family members play together somewhere in the house. Others go on a hunt for them, one at a time. When they find them, they practice getting included by saying, *"Hey, what about me? Can I play too?"*





HOMELINKS WEEK 17

# **Left Out: Including Others**

This week, your child learned how to use their eyes and ears to notice that another child might be feeling **left out**. We taught children how important it is to **take the time to be kind** and include everyone. At 3 years of age, youngsters may struggle with this, as they may not recognize that peers are left out of play. They are just developing the ability to notice others' feelings. A 3-year-old will need prompting and guidance from you to help them know how and when to include others in play. By 4 years of age, children are beginning to tune in to important features of a social interaction, such as another child's preferences or desires. They may, however, exclude some children from play if that peer is not a compatible friend. Children who are 5 and 6 years of age who are not yet able to include others will benefit from the Kimochis® lessons. Helping children understand that everyone can play together is an important part of the early childhood experience. Join us in helping your child develop the communication habit of including others!

**See reverse for ways your entire family can learn from this week's lesson!**

## Common Language

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

**Use your eyes and ears to be kind:** Look and listen for signs that someone is feeling left out and take the time to be kind and include them

### Coach Inclusion During Daily Activities

- Acknowledge your child when they use their eyes and ears to notice that another child might not have the skills to join play on their own yet.
- Before playtime with siblings or peers, remind your child, “Remember to use your eyes and ears to be kind and notice if kids look like they want to be included.”
- Try to notice a parent at school who is outside a conversation and bring them in. If your child notices your kindness, say how good it made you feel to include someone who was left out. And, if they did not witness this interaction, share this story with your child.

### Family Fun: Playful Ways to Practice

- **WHAT’S MISSING?** Help your child notice things that are missing as a playful way to improve observation skills to use when noticing others’ feelings. Together, collect items around the house (shoe, plate, magazine, block, pen, spoon). Place three items on the floor in front of you. Close your eyes. Tell your child to take an item and hide it behind him/her. Prompt him/her to say, “*Open your eyes. What’s missing?*” After you guess, ask your child to close his/her eyes and do the same. Continue to play by increasing the number of items. Observation skills help one have good timing and read social cues.
- **WHO IS LEFT OUT?** Collect stuffed animals, action figures, or dolls. Close your eyes while your child hides all the toys except one. Tell your child to put the leftover toy in a designated place where you can’t look. After you have found all the toys, try to remember which one was left out (the one you didn’t find). Do the same with your child.
- **FRIEND SWEEP.** Encourage your child to use his/her eyes and ears to get as many children together at recess to play as possible. Have your child think of a game before school. Challenge him/her to invite a few kids and then notice anyone who is left out and invite them too.

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## HOMELINKS WEEK 18

### **Mad**

This week, your child learned about feeling **mad** and the Kimochis® *kotowaza*—or Japanese proverb—that accompanies this emotion: **“It’s okay to be mad, but it is not okay to be mean.”** This *kotowaza* validates that it is acceptable to have angry or mad feelings (all humans experience them); however, it is not okay for anyone to express those feelings by being mean or unkind to others. We all know how easy it is to use our eyes, face, voice, body language, words, and actions to express anger. Your child learned a communication tool to express mad feelings in an effective way—namely, to use a Serious Face and Voice to help send a message that is strong and clear, but not hurtful. Your child will need guidance and patience to remember how to use these newfound tools when expressing intense feelings. See next page to review the key concepts: Serious Face and Voice.

**See reverse for ways your entire family can learn from this week’s lesson!**

## Common Language

**Serious Voice:** Slow, stretched speech that communicates that the message is important

**Serious Face:** Wide eyes and raised eyebrows that communicate that what is being said is important

### Coach Managing Mad Feelings During Daily Activities

- Guide your child to use the calm-down breath: Put your finger to your nose and say, "*Smell a flower ...*" (breathe in through nose), then, "*Blow out a candle*" (blow out through mouth).
- Right before situations that predictably cause mad feelings, remind your child to use a Serious Face and Voice if needed. Role-play and practice together.
- Model using a Serious Face and Voice when you are feeling mad. Limit your words whenever possible.
- Acknowledge your child when he/she remembers to express mad feelings in constructive ways. "*Kate, I bet your brother will leave your football alone because you told him how you felt in such a kind way.*"

### Family Fun: Playful Ways to Practice

- **MAD WARNING.** It helps to give a warning when feelings get charged with anger. When your family is in a good mood, devise a way to let everyone know you are "red hot" with mad feelings, like: "*I'm so mad, I don't want to talk.*" Each family member can share what they would like everyone to say and do when they give this signal. Some may prefer to talk, while others may prefer space and privacy to work through mad feelings.
- **MAD PRETENDING.** Anger can feel scary because sometimes people do hurtful things with their face, voice, words, and actions when they're mad. This game can help children see how we can and cannot use our body when we get mad. Take turns pretending to feel mad. This can be fun and playful when each family member gets to role-play BIG mad feelings with their voice and body (stomping feet, making fists, yelling, rolling on the ground). However, no unkind words about others are allowed. One family member is "It." Family members give "It" a situation that would make him/her feel really mad. This family member pretends to feel really, really mad. Think of other situations that could create mad feelings for each family member. After each turn, share what it feels like when someone is feeling mad and communicates in an upsetting way. Decide that when family members forget to express upset feelings in positive ways, you will gently remind each other of the *kotowaza* "It's okay to be mad, but it's not okay to be mean."

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HOMELINKS WEEK 19

## Disappointed

This week, we learned about **disappointment** and the Kimochis® *kotowaza*— or Japanese proverb—that accompanies this feeling: “**Maybe next time.**” This *kotowaza* helps to inspire and encourage children to “**bounce back**” when disappointed. Disappointment can seem unbearable for young children because they do not have the range of experiences older children have that allow them to understand that the situation may not be so bad. However, experiencing disappointment actually teaches children to be resilient. “When children learn at an early age that they have the tools to get over a disappointing situation, they’ll be able to rely on that throughout childhood and later on as adults,” says Dr. Robert Brooks, coauthor of *Raising Resilient Children*. “If you help a child learn to ask for realistic support, lean on others, communicate well, and stay optimistic, you’re assisting that child to handle what life throws at him.” Your child learned to do a little snap of the fingers (or at least the motion) for a small disappointment and a big snap for a bigger disappointment. This can be paired with words such as, “*Maybe next time*” and “*Oh, well.*”

**See reverse for ways your entire family can learn from this week’s lesson!**

## Common Language

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

### Coach Managing Disappointed Feelings During Daily Activities

- Model how to snap your fingers and say, *"Maybe next time"* or *"Oh well"* as a way to help get over disappointment.
- Admire when your child experiences disappointment and does not completely fall apart.
- Ask your child if he/she has any ideas about how to make big disappointed feelings a little smaller.

### Family Fun: Playful Ways to Practice

- **DISAPPOINTED SILLY WORDS AND PHRASES.** It can help to have fun and playful words to let someone know you feel disappointed. *"Rats"* is a good example of a word that's used to say, *"I am disappointed."* Together with your family, think of words or expressions that you will all use to express disappointment. This can become a family secret or tradition that you can laugh about together in years to come!
- **OH, WELL.** This is a playful game that will help your child learn to say, *"Oh, well"* as another tool to handle disappointment, in addition to, *"Maybe next time."* Ask your child to pretend he/she gets to do something really exciting (*"I am really excited because I get to ..."*). It can be anything imaginable, even playful things like, *"I am really excited because I get to go to the moon!"* Then "disappoint" your child by saying a silly reason he/she can't do it. (*"No, sorry, you can't go the moon because we don't have a rocket ship!"*) Prompt your child to respond with a playful, *"Oh, well."* He/she can add, *"Maybe I can ..."* and think of another activity instead.



## HOMELINKS WEEK 20

# Brave

This week, your child learned about **bravery** and the Kimochis® *kotowaza*—or Japanese proverb—that accompanies this feeling: “**You can’t be brave without being afraid.**” This teaches your child that being brave means you might feel shy, scared, embarrassed, or unsure, but you can still be brave enough to get yourself to say and do what you know is right and best. The Brave *kotowaza* is being used in our classroom to help children feel comfortable being beginners and trying new things. Young children have lives filled with lots of new experiences and tasks! Your child learned that when someone is a **beginner**, they can make lots of mistakes. Helping your child to be comfortable making mistakes and having positive thoughts when things don’t come easily will help them to be successful both socially and academically.

**See reverse for ways your entire family can learn from this week’s lesson!**

## Common Language

**Beginner:** When you are new at something

### Coach Brave Acts During Daily Activities

- Encourage your child when they show reluctance to try something new: *"Mandy, you look like you want to play with those children in the sandbox. Here's your bucket and shovel. I'd like to see you practice being brave and ask if you can join."*
- Acknowledge your child when you witness bravery—when you sense they are not feeling confident and they get themselves to try anyway.
- Share stories of how you yourself were brave when you felt less than certain about something.

### Family Fun: Playful Ways to Practice

- **BEGINNER'S DAY.** Select a day to be a beginner. Try something you have never tried before or have not done in a while. For example, maybe you used to play guitar, but you have not picked it up in a long time. Encourage family members to try their activity in front of one another. Give support and words of encouragement to each other.
- **BOUNCE BACK SOUNDS AND WORDS.** At a family dinner, talk about how to be playful and "bounce back" rather than falling apart or quitting after making mistakes. Have family members take turns making a sound or saying a word that everyone could use when they make a mistake. For example, *"Oops," "Uh-oh," "Shoot," "Eek,"* or *"Oh no."* Model how to use sounds when you make a mistake (this is a good way to avoid saying words in front of your child that you will regret later!). Coach your child to make one of the sounds or say one of the words when you see they need to bounce back. Remind them by saying, *"You can say, 'Oops.'"*
- **I WAS BRAVE WHEN ...** Take turns at dinner sharing different times in your life when you were brave. Each family member can take a turn by completing the sentence *"I was brave when ..."* After each family member has named several brave experiences, ask, *"How did that make you feel? Did positive things happen because you were brave?"*



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## HOMELINKS WEEK 21

### **Silly**

This week, your child learned about feeling **silly** and the Kimochis® *kotowaza*—or Japanese proverb—that accompanies this emotion: **“Know when to be silly and when to be serious.”** This *kotowaza* helps children understand that there are times when it is appropriate to be silly and times when we need to be serious. This applies to all places in which young children will find themselves (school, home, or in the community). Young children enjoy expressing their sense of humor by making up silly words and imaginative tales. They love making people laugh and will do things wrong on purpose just to be silly. However, they need to develop the emotional control to know when to stop. By age 4–5, children are getting better at inhibiting their impulses to be silly as a way to conform to social norms. Helping children to understand the *kotowaza* will help them learn to monitor and inhibit their impulses to be silly when it is time to be more focused and serious.

**See reverse for ways your entire family can learn from this week’s lesson!**

## Common Language

**“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

**Settle down:** Make wide eyes, hold your hands palm down, and move them gently downward as a nonverbal way to calm you child

### Coach Silly Feelings During Daily Activities

- Tell your child that if he/she gets too silly and needs to be more serious, you will make eye contact and use the hand gesture described above while calmly saying, “Settle down.” When your child follows this direction, smile and give a thumbs-up sign.
- Acknowledge your child's ability to be silly without getting overly silly. Also, reinforce your child when he/she is able to settle down all on his/her own.
- Model how you calm yourself after having lots of silly fun: *“Ahhhh, I need to settle down a bit, as I am getting way too silly.”*

### Family Fun: Playful Ways to Practice

- **SILLY SATURDAY.** Put some play back in Saturday! Save half the day (or least a few hours) to simply play and be together as a family. Tell your child that you are not going to answer the phone or let anything interrupt your “Family Silly Saturday.” Each week, a different family member gets to choose one thing they think would be fun to do. The rest of the family agrees to participate and have some silly feelings!
- **SILLY SUPPER.** You can host a “Silly Supper” in multiple ways: Have family members assign each part of the meal a silly name: “What should we call green beans? ... ‘Purple worms’? Okay!” Have everyone come to the table dressed in silly clothes (shirt on backward, shoes that don't match), speak in silly voices, and/or give themselves silly names to use throughout the meal. Turn on silly music. The possibilities are endless!
- **SILLY AND SERIOUS.** In the car or at dinnertime, tell your child that you will be speaking in a silly voice and a serious voice. When your child hears you use a silly voice, they say, “Mom/Dad, you are so silly.” Then it is your child's turn to be the one who gets to be silly or serious. Parents then say, “Kevin, you are so serious.”

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## HOMELINKS WEEK 22

# Frustrated

This week, your child learned about **frustration** and the Kimochis® *kotowaza*—or Japanese proverb—that accompanies this feeling: “**Bounce back.**” This *kotowaza* inspires and encourages children to be resilient when faced with frustration. Frustration is the tense, unhappy feeling that results when you can't do something you should be able to do or want to do. Outbursts that look like anger can be triggered by frustration because young children do not have the language to express their frustrated feelings. It is important for children to persevere with tasks to completion. However, they also need to learn that they can ask for help when they have tried to alleviate frustration on their own, and they do not make progress.

**Your child learned the following four steps as a way to help work through frustration:**

1. Stop and take a breath.
2. Say, “I’m frustrated.”
3. Take a breath and try again.
4. Ask for help if they need it.

Your child also learned that sometimes adult help is needed, and that is okay.

**See reverse for ways your entire family can learn from this week’s lesson!**

## Common Language

**Bounce back:** An encouraging way to help children not fall apart when disappointed, but to cope and rebound

### Coaching Frustrated Feelings During Daily Activities

- Before performing a task that is likely to create frustrated feelings, prepare your child by saying, *"Remember that when things get hard, it is easy to feel frustrated. What is one thing you can do if you feel frustrated?"*
- Acknowledge when you observe your child trying to manage frustrated feelings: *"You know just how to make your frustration smaller and better."*
- Model how you handle frustration. Tell your child what you are doing. *"I am going to take a breath and stop for a minute because I am feeling so frustrated."* Additionally, model asking others for help when frustrated. Tell your child you asked for help to make your frustration smaller.

### Family Fun: Playful Ways to Practice

- **I SPY FRUSTRATION.** Help your child pick up good communication habits by observing how others handle upset feelings (at school, in the community, at home). Plan an "I Spy Frustration Week." When you see someone who looks frustrated, whisper, *"I spy frustration."* Watch how the person handles the frustrated feelings. Give each other a thumbs-up if you think the person handled it effectively. Later, talk about what seems to make frustration smaller or better.
- **COUNT THE FEELING.** It might be interesting to measure how frequently each family member gets frustrated and manages the feeling. To get a realistic idea, give each family member a cup. Use pennies or other small items and keep them near the cups. Each time you notice feeling frustrated, put a penny in your cup. Periodically, check in to see how much frustration everyone in the family has experienced. Ask if there is anything you could all say or do to comfort one another during frustrating moments.
- **FRUSTRATION FRIENDS.** Decide as a family that when you see or hear frustrated feelings in each other, you will gently say, *"You look frustrated. Can I help?"* Ask family members if they would prefer to have help or would rather be left alone. Help your child to understand that we all have different ways of coping with frustration, and it is important to honor these differences.



## HOMELINKS WEEK 23

# Sad

This week, your child learned about **sadness** and the Kimochis® *kotowaza*—or Japanese proverb—that accompanies this feeling: “**Sad feelings come and go.**” This *kotowaza* can help your child understand that everyone feels sad sometimes. Some children cry more easily than others. Other children seem to be good at comforting themselves and their peers. You might feel a need to “toughen up” your child for the real world and discourage them from expressing sad feelings. However, messages like this can make some children learn to hide sad feelings, rather than express them in a healthy way. As children grow and mature, they can learn how to move effectively through sadness without falling apart.

**See reverse for ways your entire family can learn from this week’s lesson!**

## Common Language

**Say what you see:** To name a person's observed feelings as a way of helping that person feel better:  
*"You look sad. Can I help?"*

### Coach Sad Feelings During Daily Activities

- Guide your child to self-comfort when feeling sad. Say what you see and offer a suggestion. For example, *"I see a boy who looks sad. You can ask me for a hug."*
- Prompt your child to comfort a sibling or a friend. *"I see a friend of yours who is looking and sounding sad. I bet you can think of a way to be kind and gentle to him."*
- Acknowledge it when your child independently comforts a child who is sad.
- Share how you cope with your own sad feelings. This will help your child learn from your positive coping strategies and be reassured that sad feelings come and go.

### Family Fun: Playful Ways to Practice

- **CREATING A FAMILY TRADITION OF SHARING.** Kids love to hear stories from parents' childhood. Share a story about a time you felt sad or saw sadness. The more specific you make the story by using names and locations, the more impact the story will have. Tell your child:
  - How you made yourself feel better
  - What you admired about the way people offered help, support, or comfort
  - How the experience touched you
- **GENTLE TUESDAY.** Pick one day of the week to set aside as "Take Care of Ourselves Day." When your child learns what helps during sad moments, it will be great when comfort is needed. Try playing gentle music, cuddling a favorite stuffed animal or pillow, curling up in bed, or looking at a special book. Practice doing these things with no talking. When you later notice your child feeling sad, you can give a hug and suggest the strategies that worked earlier.
- **KIND KIDS.** Explain that there are many ways people can be kind every day. Decide that whenever your family sees sad feelings, you will say or do something to show you care. Ask each other to share ways you were kind and share how others were kind and compassionate when you were sad.

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## HOMELINKS WEEK 25

# Proud

This week, your child learned about feeling **proud** and the Kimochis® *kotowaza* that accompanies pride: “**Proud of me ... proud of you.**” This saying inspires and encourages children to feel pride in themselves as well as others. Young children want to be recognized and acknowledged for their accomplishments. The emotion of pride develops as children develop a clearer sense of self. This occurs over time between the ages of 3 and 5. Children will watch others and try tasks they see them doing. Children also begin to evaluate themselves against others and become more interested in how they are evaluated by others.<sup>1</sup> Your child learned communication tools to both give and receive compliments as a way to feel pride and to celebrate the successes of others.

**See reverse for ways your entire family can learn from this week’s lesson!**

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<sup>1</sup> Landy, A. 2009. Pathways to Competence: Encouraging Healthy Social and Emotional Development in Young Children. 2nd ed. Baltimore: Brookes Publishing.

## Coach Proud Feelings During Daily Activities

- Teach your child to give compliments. Prompt your child by saying, *"I see your sister is practicing patience with you while she waited to have a turn. You can say to her, 'I like how you wait for me.'"*
- Acknowledge your pride in your child. Focus on what you value, such as kindness, respect, responsibility, fairness, manners, patience, generosity, perseverance, resiliency, creativity. *"Max, I saw that you let your friend Carol go first. That was kind."*
- Whenever you are given a compliment, reply with, *"Thank you."* Give compliments to others, making them specific. For example, instead of saying just, *"Good job,"* identify exactly what you appreciate or admire: *"Good job setting the table so neatly! That was helpful."*

## Family Fun: Playful Ways to Practice

- **PLEASE PASS THE PRIDE.** Dinnertime is an ideal time to share your appreciation for one another. Listening to compliments can feel overwhelming for some, so when you make this a tradition at mealtime, everyone can get more comfortable making eye contact, listening, and responding with *"Thank you"* when given a compliment. You can also respond with, *"That was nice of you to say."*
- **PROUDEST MOMENTS.** Help your child see that deep pride comes from accomplishments that did not come easily, but rather took effort, patience, and perseverance. Share a story with your child about something in your life that you are proud of that did not come easily. Share a story about something you watched your child accomplish that also did not come easily. Explain it is nice when things come easily, but when things take hard work and you do the work, this is something to feel deep pride in.
- **COMPLIMENTS OF THE FAMILY.** Get in the habit of giving specific compliments for things you value. Most people like to feel appreciated, and compliments are one powerful way to show appreciation. Likewise, what we get complimented for helps to develop our sense of pride. Even though your child is young, it is okay to use big words such as *"generosity," "patience," "compassion."* When you use these words over and over in context, your child will learn what they mean and grow in these important areas.



# APPENDIX C: GLOSSARY OF KIMOCHIS® VOCABULARY

**Beginner:** Someone who is new at something.

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

**“Bounce back”:** An encouraging way to coach children not to fall apart when 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:** Strategies children select to help them calm down when feeling upset emotions. These could include: count to 10; take deep breaths; relax muscles in hands; squeeze a stress ball; knead clay; rub a smooth stone; or get up and walk.

**Communication Tap:** A light, gentle tap on the shoulder of another—no more than three times—as a way to politely get attention.

**Disappointed Snap:** A tool to help children cope with disappointment, either large or small; children 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 in another's eyes when listening and talking.

**Facial expression:** When eyes, mouth, and face posture show an emotion.

**Fighting Body:** A tight and tense body position.

**Fighting Face:** A pinched, mean, and scary face.

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

**Friendly places:** Places where people are friendly, inclusive, and kind to one another.

**Friendly Signals:** Gestures and words that convey friendliness, such as eye contact, a head nod, smile, wave, pat on the back.

**Helping words:** Positive words that resolve feelings and conflicts.

**Hurting words:** Negative or loaded words that create upset feelings.

**“Name it”:** State the obvious, for example: (1) describe exactly what you said and/or did that was not okay; (2) explain yourself (e.g., “*I get bossy when I feel cranky*”; “*I feel excited, so I'm talking really fast*”); or (3) share a unique quality about yourself (e.g., “*I'm color-blind*”; “*I'm adopted*”).

**“Not now” signal:** A nonverbal strategy to communicate to children that they interrupted. Place pointer finger between your ear and the child; do not make eye contact; wait.

**“Ouch”:** Said in a soft voice with hurt facial expression to let someone know in a gentle, shame-free way that they hurt your feelings.

**Positive self-talk:** The talk used inside one’s head to encourage, to soothe, to motivate: *“I think I can”*; *“I have done hard things before.”*

**Raise the odds:** A term used to help Kimochis® Kids understand that when they use effective communication tools, they have a better chance at positive social and emotional outcomes.

**Redo/Do-over:** To begin again with one’s words and actions in a positive way.

**“Remember, we share”:** A saying that helps children remember the importance of sharing with others.

**“Say it”:** If you think of something nice to say, say it!

**Say what you see:** Naming a person’s feelings that you observe as a way to help that person feel better (e.g., *“You look sad. Can I help?”*).

**Serious Face:** Facial expression—wide eyes and raised eyebrows—that communicates that what you are saying is important; used when sending an *“I mean it”* message without looking mean.

**Serious Voice:** Slow, stretched speech that communicates that your message is important; used when sending an *“I mean it”* message without sounding mean.

**Settle down:** Make wide eyes and a calming gesture by holding hands palms down and moving them gently downward to nonverbally indicate, *“Settle down.”*

**Stop Hands:** Holding hands up near face in a friendly way to nonverbally say, *“Please stop.”*

**“Take the time to be kind”:** A saying that reminds children to never miss a chance to include and be kind to others.

**“Talk nicely”:** Words a child can use to remind friends who are being bossy to talk in a friendlier way.

**Talking Body:** An open and relaxed body that conveys respect and self-control.

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

**Talking Hand:** Put one hand out palm up; use other hand to tap open palm; wait patiently for the person to return object; show thanks with eye contact when they do.

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

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