

Kimochis[®]



The Kimochis[®] Educator's Tool Kit A Social-Emotional Learning Curriculum

Lesson Sequence • Year 1 K-5

Kimochis®

Welcome to Kimochis®!

These Grade Level Lesson Sequences are your week-by-week guide to using the *Kimochis® Feel Guide: Teacher's Edition* for each grade level. Find your grade level and enjoy the 20 weeks of sequenced lessons. Don't forget to join our Educator's Portal (www.kimochis.com) to get the free and helpful downloadables listed below. Also, join our Forum to share your best practices and ask for advice.

The Kimochis® Feelings in Schools Learn more ways to use the Feeling Bowl for class check-ins, conflict resolution, and much more!

Kimochis® Assemblies Communication role-plays for groups and tips for morning meetings and school newsletters

Supporting Evidence Summary of the research that supports the design and lesson components of the Kimochis® program.

Printable Posters and Coloring Sheets Fun extension activities and artwork to decorate your classroom, office or home!

Kimochis® Kotowazas

Kimochis® Character Signs: illustrated

Kimochis® Feeling Worksheet

Kimochis® Characters Coloring Sheet

Kimochis® Feeling Coloring Sheet

Kimochis® Character Signs: Photographs

Kimochis® Keys to Communication

Home Links Letters for parents

IEP Goals A guide to help you build IEP goals when using the *Kimochis® Feel Guide: Teacher's Edition*.

Standards All of the lessons in the *Kimochis® Feel Guide: Teacher's Edition* have been linked to an appropriate performance descriptor. Elementary standards use the widely-accepted SEL Learning Standards. Early Childhood standards use the Head Start Framework.

Social Narratives Simple stories that can teach new social skills and encourage students with social-emotional challenges to regulate their behavior.

Social-Emotional Behavior Scale A pre- and post-assessment tool to help you capture the positive changes you observe students making in managing emotions.

Let the feelings fly!

The Kimochis® Team

TABLE OF CONTENTS TO COME

Kimochis®

Kindergarten Lesson Sequence

How to Use the Kindergarten Lesson Sequence

Getting Started

1. Week 1 introduces the first Kimochis® character, Bug, as a way to help kindergarteners with transitions, separation anxiety and learning names. In this week, you will find three lessons that should take 10-15 minutes to complete.
2. The purpose of Week 1 is to set the tone for a positive school climate in the first week of school. If you start later in the year, you may not need to do the Names activities. However, many teachers are surprised to discover half-way through the school year that their students do not actually know their classmates by name!
3. The remainder of the lesson sequence has been set up for two lessons per week at 10-15 minutes each. This works best for kindergarten students who are not used to sitting for long periods and will ensure the best skill retention.
4. We suggest teaching lessons on mid-week days (Tuesday, Wednesday, or Thursday). Avoid Mondays as these are frequently holidays throughout the school year and the Kimochis® lessons will be missed.
5. Keep the lessons at consistent and regular times so students know when to expect a Kimochis® lesson (otherwise they may ask you over and over again when they will have another Kimochis lesson!).
6. A strategic time to implement the Kimochis® lessons is right before recess. This will provide your students immediate practice and review of the Kimochis® skills as they go out to the playground.
7. Consider establishing a routine of a Kimochis® Circle after recess, especially in the beginning of the year, to troubleshoot challenges with peer relationships. The Circle may be used throughout the year as needed and the students may even start to ask for a Circle to work out a challenge.

Implementing Lessons

1. Activities that have a page number indicate that the lesson is located in the curriculum manual, *Kimochis® Feel Guide: Teacher's Edition (2010)*. The steps to complete these activities are not repeated here. Please refer to your curriculum manual for the details. There may be several notes under the heading, *Tips for Lesson Success*. These are just ideas and suggestions from educators to make that specific lesson as successful as possible.
2. When there is a notation that says **(New!)** that indicates that the activity is not in the *Feel Guide*. The steps to complete this activity are provided in this lesson sequence.
3. We suggest that you use name sticks (all students' names written on popsicle sticks or cards) for turn-taking. Students view this as "fair" and it will help to increase participation for all students. Allow students to pass if a name stick is pulled and the student doesn't want a turn.
4. You are encouraged to follow this lesson sequence. We have found these lessons to be effective, but remember this is not a cookie-cutter program. We encourage you to explore the other lessons included in the *Feel Guide*. As you get comfortable with the lesson pattern, consider adding to your program!
5. At some point during the year, you may see behavioral issues that interfere with learning and positive social interactions. The Behaviors at a Glance section on pages 280-285 is an index of activities that can help address specific behaviors.

Kimochis®

Kindergarten Lesson Sequence

Setting up the Kimochis® Lessons

1. Sitting on the floor in a circle is ideal for Kindergarteners. This will make passing the characters and feelings around the circle easier and will encourage all students to participate.
2. Please reference your Week Lesson in advance in order to organize the Kimochis® characters and Feelings before starting the lesson. Sometimes it's hard to find the right Feeling at the right time!
3. Please encourage all students and adults in the classroom to join the lesson by sitting in the circle.

Promoting Collaboration

1. If you are a classroom teacher, consider collaborating with the school speech-language pathologist, counselor or social worker. You will each bring a unique and specialized level of knowledge to the lessons.
2. Consider how to co-teach the Kimochis® lessons and foster carryover to a variety of social situations throughout the school day.

How to Create a Kimochis® Classroom

Making a Kimochis® Corner (page 47)

1. Many teachers have made a place for the Kimochis® characters and feelings to “live” in the classroom. A Kimochis® Corner does not need to be elaborate or fancy. One teacher and class decided the characters would live on a little bench in the play area. Another classroom placed them in a corner of the room with soft rug and pillows. See page 48 in the *Feel Guide: Teacher's Edition* for more ideas.
2. As a developmentally appropriate practice (DAP), the Kimochis® Corner can be used in different ways. It can be used as a safe place for children to go when feeling upset. It can be used as a social-emotional learning station during classroom rotations as a place for children to explore, play and pretend with the characters.
3. The Kimochis® Corner is never used as a time-out. It is a place to take a “time-away” to promote relaxation, self-regulation, reflection and positive expression.
4. Creating a Kimochis® Corner is a fun activity to do collaboratively with your students. One teacher and her students decided to have Kimochis® Corner Monitors as a weekly rotated job for her students. The job was to tidy up the Kimochis® Corner and bring the Kimochis® characters and feelings to a lesson when needed.

Using a Kimochis® Bowl of Feelings (pages 52–53)

1. Educators have found that a Bowl of Feelings gets used frequently by the adults and students in the classroom! There are many different ways to use a Bowl of Feelings (pages 52-53). These strategies will help to increase your students' social-emotional understanding and capabilities.
2. Keep the Bowl of Feelings in a special place in the classroom.

Taking Kimochis® Photographs (page 48)

1. Kindergartners love seeing themselves in photos with the Kimochis® characters!

Kimochis®

Kindergarten Lesson Sequence

Kimochis® Educator's Portal

1. The Kimochis® Educator's Portal is an online forum where educators from all over the world can connect and share ideas, ask questions and get advice and the latest news from the Kimochis® team. Useful downloadable items are also available such as Home Links (activities you can send home to reinforce each lesson), coloring sheets, IEP goals, standards alignments and artwork for your school.
2. You can join the Kimochis® Educator's Portal by going to www.kimochis.com.
3. You will see a map of the world. Choose your location. Click on the red Teachers button on the left side of your screen. This will take you to the Educator's Portal where you can set up a username and password. Just follow the directions and you can easily become a Portal user.

Fostering Home-School Connections

1. Be sure to check the Kimochis® Educator's Portal for Home Links that will provide you with activities you can send home to reinforce each lesson.
2. At Back-to-School Night, it might be helpful to provide families with information about how a Kindergartner develops social-emotional skills (see the next page).
3. Reassure parents that most students will both hurt others and have their feelings hurt over the school year. Remind them that students grow and learn from both of these emotional experiences.
4. Tell parents about the Kimochis® program and how you will be providing your students the communication tools needed to navigate the highs and lows of Kindergarten. It can be helpful for parents to hear that it is common for students at this age to have social challenges, such as difficulties with sharing, taking turns and separating from parents.

Social-Emotional Development in Kindergarten How Students Grow

Below are some general developmental milestones that can help you to understand the social and emotional progress a kindergartener will make over the school year. Keep in mind that every child is different and may not fit perfectly into this framework.

Where they are:

The average kindergartener is enthusiastic, helpful, and conforming.

They may:

- Attempt only things they know they can do
- Need attention, affection, and praise
- Be energetic and fidgety
- Have a short attention span
- Show opposite extremes of behavior
- Become less well-behaved as the year progresses

Where they are going:

Kindergarteners are learning to understand themselves.

Encourage them as they:

- Develop a positive, realistic self-image
- Learn to respect themselves
- Begin to understand their own uniqueness
- Gain awareness of their feelings
- Learn to express feelings
- Learn how to participate in groups

Kimochis®

Kindergarten Lesson Sequence

WEEK 1

Bug Teaches Us About Names

This week's lesson is designed to set a positive classroom climate. Unlike the other lessons in this sequence, this lesson has 3 separate activities that should take 10-15 minutes each.

The Kimochis® Way: A friendly school where everyone uses names is a welcoming place to learn. Hearing your name gives you a feeling of belonging and self-worth. For students who are new to school in Kindergarten, feelings of separation anxiety and change can be significant. It is important early on to normalize all feelings. Kimochis® Teachers and Kids set the tone of the year by welcoming everyone at school, not just their friends.

Kimochis® Vocabulary: Bug, Shy, Scared, Brave and Happy

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Bug and recall some of his characteristics
2. Recognize the feelings of happy, shy and brave
3. Use the names of some classmates
4. Tell why all feelings in Kindergarten are okay

Wear Name Tags

1. All students wear name tags the first few weeks of school (consider clip-on tags for safety and reuse). Learning names builds connections and promotes friendly feelings.
2. Put a name tag on yourself and Bug!
3. Encourage parents and other volunteers to wear name tags also as even grown-ups want to be known by name and feel welcome.

Lesson 1:

Introduction to Kimochis® Feelings (New!)

Materials: Mad, Sad, Happy, Excited, Frustrated, Feelings in the bag; keep Brave, Shy, Scared Feelings out

1. Seat students in a circle and hold the bag of Feelings. Say, "I have Kimochis® in this bag. Kimochi is a Japanese word. Kimochi is the Japanese word for feelings. Say Kimochi (Key-MO-chi). You just spoke Japanese!" Ask if students know any other Japanese words. Students will naturally want to share other words they might know from different languages.
2. Pull name sticks for students to take a Feeling out of the bag. Ask students to make a facial expression, body language and sound to express this feeling. Share what might make them have this feeling.
3. Show the Shy, Scared and Brave Feelings. Tell the students, "All feelings are okay." Tell them that when they are in a new situation, such as starting kindergarten, they may have many feelings. "If we practice understanding our feelings, we can understand how to be brave. Being brave will help us to feel happier."
4. Have the students stand up and make a circle. Put the Shy, Scared and Brave Feelings in the middle on the floor. Point the Shy Feeling and show students what "shy" looks like with your eyes, your face and body. Ask them to show you what their shy eyes, faces and bodies look like. Then, do the same with the Scared and Brave Feelings.

Kimochis®

Kindergarten Lesson Sequence

5. Ask students to sit. Ask them to clap once if they have ever felt shy. Ask them to clap twice if they have ever felt scared. Ask them to clap three times if they have ever felt brave. Some students will feel silly and want to clap more, simply say to them, *“Let’s try that again, remember, do what I do.”* Then, practice again.
6. End by saying, *“All feelings are okay. Our shy and scared feelings will get smaller and may go away as we get to know each other in kindergarten. We will learn that all feelings are okay, but it is never okay to be unkind when you feel (hold up a few upset feelings such as sad, mad, frustrated). We will be having Kimochis® Lessons and Circles to learn communication skills that help us get along with each other.”*

Lesson 2:

Introduce Kimochis® Bug and His Feelings (pages 16-17)

Materials: Bug, Brave, Left Out, Shy Feelings

1. Read Bug’s story on page 16.
2. Tuck the Brave Feeling in Bug’s pouch. Pull a name stick. That student comes up and takes the Feeling out of Bug’s pouch. Share situations that can create brave feelings. For example, *“I feel brave when I try to learn a new game.”* Make a brave facial expression, body and sound. Ask the student holding the Brave Feeling, *“What makes you feel brave? Show us with your brave face and body.”* Ask the other students to make a brave face and body language. Say, *“Look around at your classmates’ brave faces and bodies.”*
3. Tuck the Left Out Feeling in Bug’s pouch. Pull a name stick. That student comes up and takes the Feeling out of Bug’s pouch. Share situations that can create left out feelings. For example, *“I feel left out when everyone is playing without me.”* Ask the student holding the Left Out Feeling, *“What makes you feel left out?”* Make a left out facial expression, body and sound. Ask students to imitate you and look around at their classmates’ left out body language. Ask them, *“What is something you can say or do if you feel left out that could make you feel better?”*
4. Remind students that all feelings are okay. Bug will help us learn what to do with our left out and shy feelings (Show Shy and Left Out Feelings). Bug will help us learn communication skills that help us get along with friends and at school.
5. Pass Bug around the circle. Chant *“1-2-3-Pass”* to keep him moving from student to student.
6. Tell the students that Kindergarten is going to be an exciting year! Sometimes it is hard to get used to a new place and new people. Like Bug, Kindergartners will need to be brave when trying new things. Like Bug, sometimes they will feel shy about meeting new people or being in a new place. Sometimes, Bug feels left out in new situations, especially when he does not know everyone and may be too shy to ask, *“What’s your name? or Can I play?”* Show the Shy Feeling. Tell students that Bug feels more comfortable when others know his name. In our next lesson, we will practice learning each other’s names.

(Continued on next page)

Kimochis

Kindergarten Lesson Sequence

Lesson 3:

Friendly Name Game (New!)

Materials: Bug, Friendly Feeling

1. Show Bug and remind students how Bug wants everyone to feel welcome in school. Say, “Friendly faces create friendly places.” Ask the students, “What does friendly look or sound like?”
2. Ask students to stand in a half circle or horizontal line facing you.
3. Say, “It’s okay if you don’t know everyone. We are going to play a game to learn each other’s names.”
4. Verbally prompt students to use eye contact and say a “happy hello.”
5. Pull a name stick. Ask that student to stand with you and look at the class. Give the student the Friendly Feeling, ask, “Do you know anyone’s name?” The student may say, “Yes, I know Lisa.” Say, “Okay, then let’s play the name game.”
6. Ask the student to walk to the named student and say, “Hello Lisa” using a happy, friendly face, body and voice. Student then gives the Friendly Feeling to Lisa.
7. If the student doesn’t know anyone, simply say, “Then, let’s have an introduction.” Walk to a student and say, “This is Jose.” Then the student gives the Friendly feeling to Jose, and says, “Hello Jose!”
8. Jose then stands with you to look at the class. Prompt the class to say aloud with you, “Do you know anyone’s name? Let’s play the name game!”
9. When everyone has had a turn, say, “When we learn each others’ names in our classroom, we feel like we all belong. Friendly and happy feelings will make us feel like we belong!”
10. The Friendly Name Game can be done in five minutes after played a few times! The Friendly Name Game can be used as a fun incentive to motivate students to line up quickly anytime.

Optional Extension Activities

Bug’s Story

Artistic Expression:

- Students draw pictures of Bug, his number and favorite color (or make a classroom poster).
- Make a Bug book using the pictures that the students draw.
- Students can make a Name Chain to hang in the classroom. Each child writes her name on a strip of paper. Then make a linked paper chain with the strips and hang up in the classroom!

Language Development:

- Discuss the color magenta and have students identify magenta colored objects in the classroom.

Math Concepts:

- Bug’s lucky number is 2. Have the students count pairs of objects in the room.

Feelings

Literary Response and Analysis:

- Read *First Day Jitters* by Julie Danneberg. A fun picture book that shows first day jitters aren’t just for kindergarteners!
- Read *I am Too Absolutely Small for School* (Charlie and Lola) by Lauren Child. It’s up to ever-patient big brother Charlie to persuade Lola that school is worthwhile.
- Read *Mommy Doesn’t Know My Name* by Suzanne Williams. Hannah isn’t sure her Mom knows her real name because of all the pet names she uses.
- Read *The Name Jar* by Yangsook Choi A story about how each child has the right to their given names and that they have a right to expect people to learn how to pronounce them.

Kimochis®

Kindergarten Lesson Sequence

WEEK 2

Lovey Dove Teaches Friendly Signals

The Kimochis® Way: When all students understand and use friendly habits, shy students gain tools to participate academically and socially. Kimochis® Kids are friendly and kind to everyone at school, not just their friends.

Kimochis® Vocabulary: Lovey, Proud, Kind, Friendly Signals

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Lovey and recall some of her characteristics
2. Recognize Proud and Kind Feelings
3. Identify, imitate and use several different *Friendly Signals* with peers and adults

Name Tag Reminder: You may want to put a name tag on Lovey Dove! Don't forget Turtle Dove too!

Lesson 1:

Introduce Lovey Dove and her Feelings (pages 22-23)

Materials: Lovey Dove tucked with Kind, Proud Feelings

1. Read Lovey Dove's story on page 23. Be sure to show Lovey's adopted baby, Turtle Dove, under her wing.
2. Tuck the Kind Feeling in Lovey Dove's pouch. Pull a name stick. That student comes up and takes the Feeling out of Lovey's pouch. Share situations that create kind feelings. For example, "I feel kind when I help others." Make a kind facial expression, body and sound. Ask the student holding the Kind Feeling, "What makes you feel kind? Show us with your face and body how you feel." Ask students to make a kind face and body. Say, "Look around at your classmates' faces and bodies."
3. Tuck the Proud Feeling in Bug's pouch. Pull a name stick. That student comes up and takes the Feeling out of Lovey Dove's pouch. Share situations that can create proud feelings. For example, "I feel proud when I learned how to swim." Ask the student holding the Proud Feeling, "What makes you feel proud?" Make a proud facial expression, body and sound. Ask students to imitate you and look around at their classmates' proud faces and bodies.
4. Remind students that all feelings are okay and Lovey Dove's will help us learn how to communicate with our kind and proud feelings.
5. Pass Lovey around the circle. Chant "1-2-3-Pass" to keep her moving from student to student.

Lesson 2:

Teach Friendly Signals (New!)

Materials: Friendly tucked in Lovey Dove's pouch

1. Tell your students that your class has a fun, new Kotowaza (Japanese for a wise wisdom): *Friendly faces create friendly places.*
2. Ask students if they would like it if everyone was friendly to them at school.
3. Model the following Friendly Signals one at a time. Encourage the class to repeat them.
 - Smile, Wave, Head Nod, Hello, High Five

(Continued on next page)

Kimochis®

Kindergarten Lesson Sequence

4. Invite students to demonstrate other Friendly Signals. Make this fun and be creative. Students can make up new friendly signals (thumbs up, peace fingers, wink, etc.).
5. Tap two students in the circle and instruct them to change seats. They each use one of the Friendly Signals listed above. For example, “*Pass one another and give a head nod.*”
6. On the last round, students pass each other; say each others’ names, a greeting and a friendly signal.
7. Help students understand that using Friendly Signals is both cultural and personal. For example, a child may be shy and not send Friendly Signals easily. However, this does not mean this child is unfriendly.

Optional Extension Activities

Lovey Dove’s Story

Artistic Expression:

- Students draw pictures of Lovey Dove. Don’t forget Turtle Dove!
- Make a Lovey Dove book using the pictures that the students draw for your classroom library.
- Make a poster of Lovey Dove with her favorite things.

Language Development:

- Discuss the color lemon yellow and have students identify yellow colored objects in the classroom.

Math Concepts:

- Lovey Dove’s lucky number is 11. Ask students to count 11 or more of something in the room.

Feelings

Literary Response and Analysis:

- Read *You are Friendly* by Todd Snow. A simple book about how children want to make friends and be friendly.
- Read *I Like Me!* by Nancy Carlson. This book is about an ever cheerful girl-pig who demonstrates an imperturbable sense of self-esteem.

Kimochis®

Kindergarten Lesson Sequence

WEEK 3

Huggtopus and Snug Hugs

The Kimochis® Way: Huggtopus is all smiles and hugs! Huggtopus, like some kindergarteners, can get carried away with her friendly personality and gets too close or hugs too snug. Kimochis® Kids are friendly to everyone, but know when too much is too much.

Kimochis® Vocabulary: Huggtopus, Silly, Frustrated, Name It

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Huggtopus and recall some of her characteristics
2. Recognize Silly and Frustrated Feelings
3. Name differences and similarities in each other
4. Demonstrate how to give a hug that is not too snug
5. Tell a classmate when a hug might be “too snug” or “not right now”

Lesson 1:

Kimochis® Huggtopus and Her Feelings (pages 18-19)

Materials: Huggtopus with Silly and Frustrated Feelings tucked in pouch

1. Read Huggs’ story on page 19.
2. Tuck the Silly Feeling in Huggtopus’ pouch. Pull a name stick. That student comes up and takes the Feeling out of pouch. Share situations that can create a silly feeling. For example, “*I feel silly when I am with my friends.*” Make a silly facial expression, body, feet, hands, sound and hair! Ask the student holding the Silly Feeling, “*What makes you feel silly? Show us with your face and body how you feel. Look at all your classmates!*”
3. Tuck the Frustrated Feeling in pouch. Pull a name stick. That student comes up and takes the Feeling out of Huggtopus’ pouch. Share situations that can create frustrated feelings. For example, “*I feel frustrated when I can’t figure out a math problem.*” Ask the student holding the Frustrated Feeling, “*What makes you feel frustrated?*” Make a frustrated facial expression, body and sound. Ask students to imitate you and look around at their classmates’ frustrated faces and bodies. Ask students, “*What can you do or say to make your frustrated feelings a little smaller?*”
4. Point out that Huggtopus only has 6 legs. Say, “*She’s different from other octopuses. Do the other octopuses still like her? Is it okay to be different? Huggtopus teaches us to NAME IT or say how we are different.*”
5. Say, “*Watch Huggtopus.*” Make Huggtopus say, “*I have 6 legs.*” Say back, “*That’s okay.*”
6. Now name something about yourself that could make you self-conscious, “*I can’t swim.*” Talk to the students about being okay with who we are. If we tell others about ourselves and what might be different about us, it helps others understand and be kind.
7. Pass Huggtopus to students who want to NAME something about themselves. Often students with disabilities will feel comfortable holding Huggs and saying, “*I can’t see very well*” or whatever their disability might be.
8. Tell students that Huggtopus helps us love ourselves (and others) just the way we are!
9. Pass Huggtopus around the circle. Chant “1-2-3-Pass” to keep her moving from student to student.

(Continued on next page)

Kimochis®

Kindergarten Lesson Sequence

Lesson 2:

FRUSTRATED—Activity 4: Hug is too Snug (page 99)

Materials: Huggtopus

Tips for lesson success:

1. Model a “just-right hug” and a “too-snug hug” with a willing student volunteer. Tell students that hugs can be wonderful at the right time, in the right place and in the right way.
2. Practice how to say, “*That’s too snug*” or “*I don’t want a hug now.*” Reassure the students that when someone says they don’t want a hug, it doesn’t mean they don’t like you, they just don’t want a hug.

Optional Extension Activities

Huggtopus’s Story

Artistic Expression:

- Students draw pictures of Huggtopus and her favorite things.
- Make a Huggtopus book using the pictures that the students draw for your classroom library.
- Make a poster of Huggtopus with her favorite things.

Language Development:

- Discuss the color pink and have students identify pink objects in the classroom.

Math Concepts:

- Huggtopus’ lucky number is 8. Have the students count 8 objects in the room.

Feelings

Literary Response and Analysis:

- Read *Hug Time* by Patrick McDonnell. A fun book about hugging.
- Read *Kindness to Share A-Z* by Todd Snow. Simple words and engaging illustrations invite children to show kindness in their daily lives.

Watch Huggtopus’ Video on YouTube: Kimochis – So Much Love!

<http://www.youtube.com/watch?v=ls6fHOqnhQ>

WEEK 4

Cloud Likes to Include Everyone

The Kimochis® Way: A school where students feel okay with all their feelings is an encouraging place to learn. A school where everyone is included in play is a happy place to be. Kimochis® Kids include all kids in their play.

Kimochis® Vocabulary: Cloud, Mad, Sad, Happy, Include

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Cloud and recall some of his characteristics
2. Recognize Mad, Sad and Happy Feelings
3. Use scripts to include everyone in play

Lesson 1:

Introduce Cloud and His Feelings (pages 14-15)

Materials: Cloud, Happy, Mad and Sad Feelings

1. Read Cloud's story on page 14.
2. Tuck the Happy Feeling in Cloud's pouch. Turn his face to Happy. Pull a name stick. That student comes up and takes the Feeling out of Cloud's pouch. Share situations that can create a happy feeling. For example, "I feel happy when everyone gets along." Make a happy facial expression, body, feet, hands and sound. Ask the student holding the Happy Feeling, "What makes you feel happy? Show us with your facial expression and body how you feel. Look at all your classmates!"
3. Tuck the Mad Feeling in Cloud's pouch. Turn his head to Mad. Pull a name stick. That student comes up and takes the Feeling out of Cloud's pouch. Share situations that can create mad feelings. For example, "I feel mad when someone cuts in line." Ask the student holding the Mad Feeling, "What makes you feel mad?" Make a mad facial expression, body and sound. Ask students to imitate you and look around at their classmates' mad body language. Ask students, "What can you do or say to make your mad feelings a little smaller?" Give an example, "When I feel mad, I take a big breath."
4. Tuck the Sad Feeling in Cloud's pouch. Pull a name stick. That student comes up and takes the Feeling out of Cloud's pouch. Say, "Now Cloud feels sad." Share situations that can create sad feelings. For example, "I feel sad when I see kids getting teased." Ask the student holding the Sad Feeling, "What makes you feel sad?" Make a sad facial expression, body and sound. Ask students to imitate you and look around at their classmates' sad body language. Ask students, "What can you do or say to make your sad feelings a little smaller?" Give an example, "When I feel sad, I got talk to a friend."
5. Pass Cloud around the circle. Use the chant "1-2-3-Pass" if it helps to keep the character moving around the circle.

Lesson 2:

Happy—Activity 5: Including (page 74)

Materials: Cloud (use instead of Huggtopus as described in the curriculum)

1. You can do puppet plays with the other Kimochis® characters and show how they include everyone.
2. Ask students to role play the simple inclusive communication scripts in the curriculum.

(Continued on next page)

Kimochis®

Kindergarten Lesson Sequence

Optional Extension Activities

Cloud's Story

Artistic Expression

- Students draw a class poster or individual pictures of Cloud, his favorite number, color and things.
- Make a Happy Poster. Ask students to tell you what makes them feel happy. Write their comments on the poster. Students can also color the Happy Feeling, cut out and paste on the poster.

Language Development:

- Discuss the color gray and have students identify gray objects in the classroom.

Math Concepts:

- Count things in groups of nine, Cloud's favorite number.

Feelings

Literary Response and Analysis:

- Read *I Was so Mad* by Mercer Mayer. This book depicts the everyday frustrations that little ones run into every day.
- Read *Glad Monster, Sad Monster* by Anne Miranda and Ed Emberley. A fun book about different emotions.

WEEK 5

Cat Appreciates Differences

The Kimochis® Way: A classroom environment where all students understand that each classmate has special talents and challenges is a safe and encouraging place to learn. Kimochis® Kids recognize and appreciate how we are all the same and different in many ways.

Kimochis® Vocabulary: Cat, Curious, Cranky,

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Cat and recall and some of her characteristics
2. Recognize the Curious and Cranky Feelings
3. Tell why they are each unique and special

Lesson 1:

Introduce Cat and her Feelings (pages 20-21)

Materials: Cat, Curious and Cranky Feelings

1. Read Cat's story on page 21.
2. Tuck the Curious Feeling in Cat's pouch. Pull a name
3. stick. That student comes up and takes the Feeling out of Cat's pouch. Say, "*Curious means that we are interested in finding out about something. " Share situations that can create a curious feeling. For example, "I feel curious about how airplanes fly."* Make a curious facial expression, body and sound. Ask the student holding the Curious Feeling, "*What makes you feel curious? Show us with your facial expression and body how you feel when you are curious. Look at all your classmates!*"
4. "*Cat reminds us that when we are curious, we need to be safe and kind. That means we are careful when we have a curious feeling, like looking at something across the street. We need to be kind when we ask questions so we don't hurt other's feelings.*"
5. Tuck the Cranky Feeling in Cat's pouch. Pull a name stick. That student comes up and takes the Feeling out of Cat's pouch. Say, "*Cranky is when you don't get enough sleep or are hungry. Sometimes we call it grouchy.*" Share situations that can create cranky feelings. For example, "*I feel cranky when I have to get up early.*" Ask the student holding the Cranky Feeling, "*What makes you feel cranky?*" Make a cranky facial expression, body and sound. Ask students to imitate you and look around at their classmates' cranky body language. Ask students, "*What can you do or say to make your cranky feelings a little smaller?*"
6. Remind students that all feelings are okay. Cat will teach us what to do when we feel curious or cranky.
7. Pass Cat around the circle. Use the "*1-2-3-Pass*" chant if it helps to keep the character moving around the circle.

(Continued on next page)

Kimochis[®]

Kindergarten Lesson Sequence

Lesson 2:

Same and Different (New!)

Materials: *Cat, Happy, Sad,*

1. Sit in a circle with your class.
2. Introduce the words: same and different. Explain what they mean.
3. Tell students we are going to play a game. If you like the “same” thing, stand up. If not and your choice is “different” stay seated. Instruct them after they “stand” to quickly sit and wait for the next prompt.
4. Start with:
 - If you smile when you are happy... stand up. (Show Happy Feeling).
 - If you cry when you are sad....stand up. (Show Sad Feeling).
 - If you feel mad when you are left out... stand up.
 - If you like dessert...stand up.
 - If your favorite color is purple...stand up.
 - If your favorite thing at the park to do is swing on the swings...stand up.
 - If you like to have tea parties like Cat...stand up.
 - If you want to make new friends in school...stand up.
5. Add additional prompts as you like.
6. Ask everyone to sit down. Ask students, “*Are we all exactly the same or can we be different?*”
7. Take several answers, and keep the discussion going as long or short as you like.
8. Ask students to demonstrate how they could talk to someone who may be new, that they do not know. (Review: *Smile, Wave, Head Nod, Hello, High Five*).
9. Close by saying, “*We all share things that are the same and we all have differences. Each of you is unique and special. Thank you for sharing with each other today.*”
10. This stand-up game is a great one to repeat throughout the school year. Change the prompts to keep it fun!

Optional Extension Activities

Cat’s Story

Artistic Expression:

- Students draw pictures of Cat and her favorite things.
- Make a Cat book using the pictures that the students draw for your classroom library.
- Make a poster of Cat with her favorite things.
- Make a poster or mural of favorite things. Students can cut out pictures from magazines or pictures could be found on the internet.

Language Development:

- Discuss the color purple and have students identify purple objects in the classroom.

Math Concepts:

- Cat’s lucky number is 10. Have the students count objects of 10 in the room.

(Continued on next page)

Kimochis®

Kindergarten Lesson Sequence

Feelings

Literary Response and Analysis:

- Read *What I Like About Me!* by Allia Zobel Nolan. The kids in this book are as different as night and day and they love it!
- Read *Zero* by Kathryn Otoshi. This book is about numbers and counting, but also accepting differences and learning what it means to find value in yourself and in others.
- Read *Shades of People* by Shelley Rotner. A book with photographs of happy, smiling, inquisitive, trusting, and adorable children—all with varying skin tones, hair colors and textures.

WEEK 6

Key 1: Call Name, Wait for Eye Contact, Give a Communication Tap Before You Speak

The Kimochis® Way: When students learn how to get the attention of peers and adults, they create a social-emotional connection that leads to a successful outcome. Kimochis® Kids can initiate conversation and play in positive ways.

Kimochis® Vocabulary: Communication Tap, Eye Contact

Kimochis® Lesson Objectives: Students will be able to:

1. Understand why getting a person's attention in an appropriate way is important
2. Demonstrate how to call a name, wait for eye contact and use a Communication Tap in social situations

Lesson 1:

Key 1 – ACTIVITY 3: *Call Name and Wait for Eye Contact* (page 28)

Materials: Cloud

Tips for lesson success:

1. Some students may find it difficult to make direct eye contact. Don't ever force it. It can help to use a gesture to guide their eyes to your eyes (point with "peace" fingers to your eyes and then to their eyes).
2. There can be cultural differences in the use of eye contact. Never ask students to use eye contact if it is uncomfortable. You can talk about how we use eye contact at school and at home.

Key 2 – ACTIVITY 4: *Communication Tap* (page 29)

Materials: Huggtopus

Tips for lesson success:

1. Huggtopus is a great character to teach this Key because you can use one of her "arms" to do the communication tap during role plays.
2. Teach students to do three gentle taps on the person's shoulder only.
3. If you can predict that a student might not like a Communication Tap because of sensory sensitivities, say, "Some kids might not like to be touched when someone wants their attention. Raise your hand if you would like your friends to get your attention another way." Show other ways to get another's attention, such as standing in front of them or calling their name again.

Lesson 2:

Key 1 – ACTIVITY 5: *Practice in Predictable Situations* (page 29)

Materials: Huggtopus

Tips for lesson success:

1. Practice using name, eye contact and the Communication Tap in the situations suggested in the activity. Add other situations you observe as problematic in your classroom.

Optional Extension Activities

Literary Response and Analysis: Read *The Eye Book* by Dr. Seuss. A funny, rhyming book about our eyes.

Kimochis®

Kindergarten Lesson Sequence

WEEK 7

Key 2: Use a Talking Voice Instead of a Fighting Voice

The Kimochis® Way: Students who can regulate their tone of voice when experiencing upset emotions are more likely to resolve social-emotional problems and maintain healthy relationships. Kimochis® Kids can use a talking voice in the heat of an emotional moment.

Kimochis® Vocabulary: Cat, Cranky, Curious, Talking Voice, Fighting Voice

Kimochis® Lesson Objectives: Students will be able to:

1. Identify the difference between a Talking Voice and a Fighting Voice
2. Demonstrate how and when to use a Talking Voice in social interactions

Lesson 1:

Review Key 1

1. Role-play real situations where the Communication Tap has helped as a reminder for your students.

Key 2 – Activity 1: Talking Voice vs. Fighting Voice (pages 30-31; 61)

Materials: Cat, Mad, Sad, Frustrated, Scared Feelings

Tips for lesson success:

1. Cat is a great character to teach Key 2 because she frequently forgets and uses her Fighting Voice.
2. Demonstrate using the characters as puppets. For example, make Cat say, “Move” to Cloud with a Talking Voice or Fighting Voice. Ask students to stand when the character makes a Fighting Voice.
3. Tell the students we will practice our Talking Voices when we are playing and working with our friends. Using the feelings, brainstorm which feelings challenge students to use a Talking Voice.
4. Consider using the Enhancement #2 (Face and Tone of Voice) described on page 61. This will give students a visual to clarify the concept and a prompt that you can refer to throughout the day.
5. You can also teach students to use a Serious Voice when they need “to turn up the seriousness, but not the meanness.” A Serious Voice is slowed down and stretched out, but does not have a fighting tone. Role-play situations where a student might use a Talking Voice to ask a peer to change his/her behavior and it doesn’t work. So now the student can repeat the message with a Serious Voice. Start with Kimochis® characters and then ask students to role-play on their own.

Lesson 2:

Play Pass the Kimochis® (New!)

Materials: Cat, Cloud, Hugtopus, Bug, Lovey Dove

1. Sit students in a circle. Tell them that there will be five rounds of *Pass the Kimochis®*.
2. Students pass Cat around the circle. When the music stops, the child holding Cat stands up.
3. Whisper in student’s ear, “Would you like to have Cat use a Fighting or Talking Voice?”
4. Whisper an expression in student’s ear such as, “I was here”, “That’s mine”, “Stop”, “Can I play?”
5. Tell the class to give a thumbs-up if Cat uses a talking voice and thumbs down if she uses a fighting voice.
6. Choose another Kimochis® character to pass around the circle and start again.

WEEK 8

Key 3: Use a Talking Face and Body Instead of a Fighting Face and Body (Talking Hand)

The Kimochis® Way: Students who can “read” and use appropriate facial expressions and body language are more likely to resolve social-emotional problems and maintain healthy relationships. Kimochis® Kids can use a talking face and body in the heat of an emotional moment.

Kimochis® Vocabulary: Talking Face and Body, Fighting Face and Body

Kimochis® Lesson Objectives: Students will be able to:

1. Identify the difference between a Talking Face and Body, and a Fighting Face and Body
2. Demonstrate how and when to use a Talking Face and Body in social interactions

Lesson 1:

Review Key 2:

1. Do a quick version of “Pass the Kimochis®” from last week.

KEY 3 – Activity 1: Building a Common Language (page 32)

KEY 3 – Activity 2: Reading Body Language (page 32)

Materials: Cloud

Tips for lesson success:

1. Cloud can help to teach Talking Face and Fighting Face because his mad and happy faces are so visual.
2. Talk about how we read a book to find out information. Explain how we do the same when we “read” a person’s body language.
3. Initially, it can be easier for young students to make facial expressions as a group.

Lesson 2:

KEY 3 – Activity 4: Talking Hand to Request Objects (page 34)

Materials: Cloud®

Tips for lesson success:

1. Some teachers have called the Talking Hand the “Asking Hand.”
2. Be sure that all teachers are using the same common language so students are hearing similar prompts throughout the school and using the same language with each other.
3. Remind students when they can use a Talking Hand. For example, before a Free Choice Time, prompt students to use the Talking Hand if a classmate grabs.

Optional Extension Activity

Literary Response and Analysis: Read *Yo! Yes?* by Chris Rashka. While reading, point out the body language of each boy in the story. Show students how much is communicated through the characters’ faces and bodies.

WEEK 9

Key 3: Use a Talking Face and Body Instead of a Fighting Face and Body (Stop Hands)

The Kimochis® Way: Students using nonviolent communication tools resolve social-emotional conflicts peacefully. Kimochis® Kids can use Talking Hand or Stop Hands in the heat of an emotional moment.

Kimochis® Vocabulary: Stop Hands

Kimochis® Lesson Objectives: Students will be able to:

1. Demonstrate how to use Stop Hands
2. Use Stop Hands to peacefully resolve social-emotional conflicts

Lesson 1:

Review Key 3:

1. Ask students if they used a Talking Hand over the last week. If you observed anyone who used the Talking Hand, relate those observations. Have all students stand up and show Talking Heads in unison.

KEY 3 – Activity 5: Stop Hands (page 35)

Tips for lesson success:

1. Demonstrate placing your hands facing palms outward (as if about to push something away from you) and pull them close in to your chest, near your face to model the Stop Hands.
2. Students often want to put their hands out in front of them. This is less effective in sending a “serious” message because it might appear threatening.
3. Coach and help each child learn to use their hands in a way that really lets others know they are setting a limit! You may need to literally place some student’s hands in the correct position.
4. Practice Stop Hands numerous times as a group first and then individually.
5. Remind students setting a limit means, “*You’re my friend, and I am asking you to stop,*” it does not mean, “*I don’t like you.*”
6. Students with social challenges need extra guidance and prompting to learn and generalize this skill.
7. Provide positive feedback when students use the Stop Hands correctly.

Lesson 2:

Practice Talking Hand and Stop Hands (New!)

Materials: Kimochis® characters

1. Do puppet shows that illustrate situations where the Kimochis® characters need to use either a Talking Hand or Stop Hands.
2. You can also teach students to use a Serious Face (paired with Serious Voice from Week 7: Lesson 2) as a way “to turn up the seriousness, but not the meanness.” A Serious Face has wide eyes and raised eyebrows (Refer to page 143 for a picture of a Serious Face). This facial expression sends a message that you really mean what you say. Students will need practice and lots of promoting to make a Serious Face so it doesn’t look mean. When you have opportunities to use a Serious Face in the classroom, model what it looks like and call attention to it. Say, “*Everyone, look at my face. This is a Serious Face. We need to clean up now.*”

WEEK 10

Key 4: Choose Words That Help Instead of Hurt

Kimochis® Concepts: When students use helpful words and avoid hurtful words, a positive school climate is created. Kimochis® Kids use helpful words to peacefully resolve social-emotional conflicts.

Kimochis® Vocabulary: Helping words, hurtful words

Kimochis® Lesson Objectives: Students will be able to:

1. Identify the difference between helping and hurtful words
2. Demonstrate how to recognize hurtful words

Lesson 1:

Review Key 3

1. Ask students to stand up and show their Stop Hands. Ask, “When can we use our Stop Hands?”

KEY 4 – Activity 3: “Ouch” Hard to Hear, Good to Know (page 37)

Materials: Lovey Dove, Cat

Tips for lesson success:

1. Lovey Dove is a good character to remind students to use helping words.
2. Use Cat and Lovey Dove characters in a Kimochis® puppet show to demonstrate this skill:
 - Cat says, “You’re not my friend anymore.”
 - Lovey says, “Ouch.” Cat says, “I’m sorry. I was sad because you didn’t share with me.”
 - Lovey says, “That’s OK, I can share.”
 - Remind students that it is not okay to use hurtful words when we are sad.
3. Model other situations with hurtful words. Role-play with characters to show problem-solving.
4. Introduce Cat’s bandages to “show” that feelings get hurt, just like a physical hurt. When Cat says “Sorry”, put a Kimochis® bandage on Lovey to show how we can apologize when we hurt feelings.

Lesson 2:

Ouch-A Communication Tool (New!)

Materials: Cat

1. Tell students, “Using hurtful words hurts feelings. We keep our feelings safe in this classroom by using kind and friendly words. This means that if we are upset or mad, we do not say mean or hurtful words. However, sometimes, we forget. This is what you can do if someone forgets.”
2. If someone says something hurtful, remind students to keep their feelings safe by saying, “Ouch!”
3. Model a gesture (use Cat’s arms to cover her ears or put her hand on her heart), say “Ouch.”
4. Students practice saying, “Ouch” paired with a gesture. Move around the circle. Make Cat say hurtful words you might hear the students use. Say, “You can stay safe when you hear hurtful words.”
5. Ask students to share words they do not like to hear.
6. Remind your class frequently to say, “Ouch” after hearing hurtful words. Remind everyone that hurtful words are not okay to say because they hurt feelings.

Optional Extension Activities

Literary Response and Analysis: Read *Snail Started It* by Katja Reider. Shows how a chain reaction of insults ends up hurting everyone.

WEEK 11

Key 5: Be Brave and Re-Do Hurtful Moments

The Kimochis® Way: Everyone makes communication mistakes that can cause regret and shame. Kimochis® Kids are brave and re-do hurtful moments. This strengthens relationships and creates a positive school climate.

Kimochis® Vocabulary: Brave, Redo, Do-Overs, Take-Backs

Kimochis® Lesson Objectives: Students will be able to:

1. Identify when a redo is needed
2. Demonstrate the ability to redo a hurtful social and emotional moment

Lesson 1:

Review Key 4:

1. Remind students how sometimes we forget and use hurtful words. Ask students to show how they say, “*Ouch*” and cover their ears. Invite students to hold the Brave Feeling to share a time they might have used hurting words. Acknowledge their bravery and honesty.

KEY 5 – Activity 1: *Take-Backs and Do-Overs* (page 38-39)

Materials: Cloud, Huggtopus, Cat

Tips for lesson success:

1. Use Bug to show how he might “bug” someone. Then he has to do a “do-over” and apologize.
2. The role-plays or shows will be most effective if you use real-life situations that have happened with your students. Describe the situation without using names and coach students to do role-plays.
3. Vary the Kimochis® characters for each role-play. Cloud, Cat and Huggtopus each have challenges that lead to communication mistakes, so using them can be very effective!
4. Continue to use the word “*Ouch*” throughout the day when you hear a student using hurtful words. It is an effective way to cue the student to apologize and resolve the conflict.

Lesson 2:

BRAVE – Activity 2: *Tell the Truth* (page 86)

Materials: Bug, Scared, Uncomfortable, Sad Feelings

Tips for lesson success:

1. Some feeling words, like *Embarrassed* and *Guilty* as suggested in the curriculum, may be too difficult for your students. Start with the simpler feeling words, *Scared* and *Sad*.
2. You can use Cat’s bandages as a visual way to show students how words hurt.

Optional Extension Activity

Literary Response and Analysis:

- Read *Talk and Work It Out* by Cheri Meiners. From the *Learning to Get Along* series, this book introduces children to the process of peaceful conflict resolution.
- Read *Be Honest and tell the Truth* by Cheri Meiners. From the *Learning to Get Along* series, this book teaches children the difference between what’s true and what isn’t.

Kimochis®

Kindergarten Lesson Sequence

WEEK 12

Review the Kimochis® Keys to Communication

The Kimochis® Way: When students become fluent using the Kimochis® Keys to Communication in social and emotional moments, they are more able to communicate with respect, responsibility, resiliency, kindness and compassion. Kimochis® Kids can be counted on to handle challenging social-emotional moments with character.

Kimochis® Vocabulary: Communication Tap, Eye Contact, Talking and Fighting Voice, Talking and Fighting Face and Body, Talking Hand, Stop Hands, Helping Words, Hurtful Words, Redo, Do-Overs, Take-Backs

Kimochis® Lesson Objectives: Students will be able to:

1. Use the appropriate Key when needed in social situations and emotional moments

Tips for review:

1. You and your class have now learned the first five Keys to be an effective communicator!
2. You can do a review of the Keys as a lesson or you can review a Key a day.
3. A quick review of a Key can also be a “brain break” from academics.
4. Do a quick review of a Key as a transitional activity.
5. Review a Key right before going out to recess, lunch or Free Choice Time.

Lesson 1:

Key 1: Have students sit in a circle. Hold Huggtopus and walk behind students on the outside of the circle. Huggtopus does a Communication Tap on one student who chases you back to your spot. Play 2 times.

Key 2: Do a quick version of “Pass the Kimochis®” as in Week 6.

Key 3: Students stand and show their Talking Hand and Stop Hands. Ask them to turn to a partner and do the Talking Hand with them. Then they switch and do Stop Hands.

Lesson 2:

Key 4: Remind students how sometimes we forget and use hurtful words. Ask students to show how they say, “Ouch” and cover their ears.

Key 5: Hold the Brave Feeling and share a story of how you were brave to re-do a moment. Students might want to share a moment where they were brave to redo a challenging moment.

Optional Extension Activity

Literary Response and Analysis: Reread any of the books that were especially helpful in reinforcing the learned skills.

WEEK 13

Left Out Feeling: Getting Included in Play

The Kimochis® Way: When students seek opportunities to make room for everyone, an inclusive and friendly school climate is created. Kimochis® Kids can use positive communication tools to get themselves included.

Kimochis® Vocabulary: Left Out, Shy, Scared

Kimochis® Lesson Objectives: Students will be able to:

1. Identify left out feelings in self and others
2. Use self-regulation tools to manage left out feelings
3. Demonstrate positive ways to get included in play and conversation

Lesson 1:

Review Key 5:

1. Remind students of the Keys. If you observed anyone using a Key over the last week, give them the Proud Feeling and tell their story. Students can also report on their use of a Key while holding Proud.
2. Students can also hold the Kind Feeling to share how they use their Keys to resolve hurt feelings.

LEFT OUT – Introduce the Kotowaza (page 88)

1. *It's always more fun when we make room for everyone.*
2. Review Kotowaza before recess or free choice to prompt students to include everyone.

LEFT OUT – Self-Awareness and Self-Regulation (page 89)

Materials: Bug with Scared, Shy and Left Out Feelings tucked in pouch

Tips for lesson success:

1. Bug is a great character to *concretely* show your students how it feels to be left out.
2. Bug has helped a number of Kindergarteners feel more confident with both peers and school.
3. Bug can help shy, reluctant students to try new things or join a group in the classroom or outside.

Lesson 2:

LEFT OUT – ACTIVITY 1: Getting Oneself Included (page 90)

Materials: Bug with Scared, Shy and Left Out Feelings tucked in pouch

Tips for lesson success:

1. Practice the script, “*That looks like fun, can I play?*” with students who are often left out.
2. Prompt students to use the script in play situations.
3. Give a shy child the Brave Feeling to tuck into his/her pocket before recess. This is a reminder for the child to be brave and “ask to play.” Practice with the child before recess. When the child returns, ask him/her how Bug and the Brave Feeling helped him/her get included. What did he/she do or say?

Optional Extension Activities

Literary Response and Analysis: Read *Join in and Play* by Cheri J. Meiners. From the *Learning to Get Along* series, this book talks about the rules of play—like asking before joining in, taking turns, playing fair, and being a good sport.

Kimochis®

Kindergarten Lesson Sequence

WEEK 14

Left Out Feeling: Including Others

The Kimochis® Way: Students who seek to include all, not just close friends, help to create a school community where students can have a strong sense of belonging. Kimochis® Kids always take the “time to be kind” and include others.

Kimochis® Vocabulary: Left Out, Shy, Scared

Kimochis® Objectives: Students will be able to:

1. Use their eyes to see and ears to hear when others need to be included
2. Demonstrate the ability to include others who are feeling left out

Lesson 1:

Review Left Out:

1. Ask students if they tried to join some friends who were playing by saying, “*Can I play too?*”

LEFT OUT – ACTIVITY 2: *Looking to Include Others* (page 90)

Materials: Bug, a ball

Tips for lesson success:

1. Encourage students to use their eyes to see and ears to hear that others want to be included.
2. Use the Kotowaza to prompt students: *It’s always more fun when we make room for everyone.*
3. Students who are socially-challenged may not know game rules or how to play recess games. Consider pairing these students with a socially confident peer who could teach the game and guide the student.

Lesson 2:

Play Bug Wants to Play (New!)

Materials: All Kimochis® characters

1. Ask students to share games they like to play. Others clap hands to show they like that game too.
2. Remind students we are kind and let everyone play at our school.
3. Have all the students ask you, “*Do you want to play?*” Model responding with a cheerful, inclusive statement, such as, “*Yes*” or “*Sure*” or “*Of course.*”
4. Remind students that Bug is shy so we are going to help him practice being brave. Say, “*We are going to help him practice being brave. So he is going to ask us to play.*”
5. Pass out Cloud, Cat, Huggtopus, and Lovey Dove to students seated in the circle.
6. Take the first turn to model. Hold Bug and walk to a seated student holding a character and ask, “*Can I play?*” Student responds, “*Yes*” or “*Sure*” or “*Of course.*”
7. Sit down and exchange Bug for the character that student was holding. This student now takes Bug to another character to ask, “*Do you want to play?*” Be sure everyone gets a turn!
8. This game is fun to play throughout the school year right before recess.

Optional Extension Activities

Artistic Expression:

- Refer to the art activity, *Left Out or Happy?* on page 91. Be creative with stories you make up.

WEEK 15

Mad Feeling: Cooling Down

The Kimochis® Way: A climate of calmness and respect will develop when students know that it is okay to be mad, but it is never okay to be mean with tone of voice, face or body language. Kimochis® Kids know how to be mad without being mean.

Kimochis® Vocabulary: Mad

Kimochis® Objectives: Students will be able to:

1. Identify mad feelings in self and others
2. Demonstrate how to use Cool Down strategies to express mad feelings in a positive way

Lesson 1:

Review Left Out:

1. Ask students if they included a classmate in their play. Ask, “How did you do it? How did you feel about yourself?”

MAD – Introduce the Kotowaza (page 80)

1. *It’s okay to be mad, but it’s not okay to be mean.*
2. Remind students of the Kotowaza before a challenging social time.
3. Whisper the Kotowaza in the ear of a student if needed.

MAD – Self-Awareness and Self-Regulation (page 81)

Materials: Cloud with Mad Feeling tucked in pouch, small hand mirror

Tips for lesson success:

1. Point out specific facial features (downward eyebrows, pouty mouth, crossed arms, etc.)
2. When students actually make a mad face and body, it will heighten their awareness of nonverbal communication. Talking about the different facial features will build their emotional vocabulary.

Lesson 2:

MAD – RESPECTFUL ACTIVITY 1: Cool Down Mad Feelings (pages 142; 63)

Materials: Cloud with Mad Feeling tucked in pouch

Tips for lesson success:

1. After students say what helps them cool down, use Cloud to show how doing a strategy (deep breath, count, etc) can make the “mad” a little smaller. Show his mad face, cool down and turn his face. Pull Mad from his pouch and say, “*I am still a little mad, but I am not going to be mean.*”
2. Pass Cloud to students who want to do the same.
3. Enhancement Strategy #9 (Calming Strategies) on page 63 has a list of different cool down tools.

Optional Extension Activities

Literary Response and Analysis:

- Read *Cloud’s Best Worst Day Ever* by Kimochis®. What happens when Cloud says a Big Mean Thing?
- Read *When Sophie Gets Angry—Really, Really Angry* by Molly Bang. While reading, comment on Sophie’s voice, face and body language (*talking or fighting?*)

WEEK 16

Mad Feeling: What To Say and Do When Friends Forget to Share and Take Turns

The Kimochis® Way: Students predict and practice social-emotional moments that create mad feelings so they have positive communication tools to effectively handle these moments in real life. Kimochis® Kids know how to express mad feelings without being mean.

Kimochis® Vocabulary: Mad

Kimochis® Objectives: Students will be able to:

1. Show different communication tools to manage mad feelings in positive ways
2. Demonstrate how to use positive tone of voice, facial expression and helpful words when expressing mad feelings

Lesson 1:

Review Mad:

1. Pass the Mad Feeling and ask students to tell how they used their *Cool Down* strategy to make mad feelings get smaller or go away. Remind students that feelings come and go and Cool Down strategies help us share our feelings in helpful ways so we can feel better more quickly.

Play “Cloud Says” (New!)

Materials: Cloud

1. This game is played like “Simon Says,” but use Cloud. Make Cloud say commands related to mad, “*Make a mad face, Make mad hands, Make mad feet, and Make a mad body, etc.*”
2. Continue by asking the students to show the communication tools for managing mad feelings.
3. For example, “*Cloud says...*”
 - ... *take a cool-down breath.*”
 - ... *show me a talking hand.*”
 - ... *show me Stop hands.*”
4. Students can take turns holding Cloud and being the leader to give the class a command.
5. There are no “outs” in this game.

Lesson 2:

MAD – ACTIVITY 1: What to Say and Do When Friends Don’t Remember to take Turns (page 82)

Materials: Cloud

Tips for lesson success:

1. Remind students to use the phrase, “*Remember, we take turns*” throughout the day.

MAD – ACTIVITY 2: What to Say and Do When Friends Forget to Share (page 82)

Materials: Cloud

Tips for lesson success:

1. Remind students to use the phrase, “*Remember, we share*” throughout the day.

WEEK 17

Brave Feeling: Trying New Things

The Kimochis® Way: Brave is at the heart of the Kimochis® Way! Kimochis® Kids can use courage to say and do the right thing in emotional moments.

Kimochis® Vocabulary: Brave, Scared, positive self-talk, negative self-talk

Kimochis® Objectives: Students will be able to:

1. Identify brave feelings in self and others
2. Use self-regulation tools to manage scared feelings in positive ways
3. Demonstrate the use of positive self-talk to try new things

Lesson 1:

Review Mad:

1. Play a quick round of “Cloud Says”

BRAVE – Introduce the Kotowaza (page 84)

1. Introduce the Kotowaza. An alternative might be, **Be brave and try new things.**

BRAVE – Self-Awareness and Self-Regulation (page 85)

Materials: Bug with Brave Feeling tucked in pouch, Scared Feeling

Tips for lesson success:

1. Think of times in your own life to share as examples of being brave or trying new things. Students love to hear stories about their teachers! Make the stories exciting with lots of details!

Lesson 2:

BRAVE – ACTIVITY 1: Try New Things (page 86)

Materials: Bug with Brave Feeling tucked in pouch

Tips for lesson success:

1. Students love this activity! Tell students that brave is not a Super-Hero feeling, but the ability to GET yourself to do the right thing even when you are scared, shy, embarrassed or hurt.
2. Talk about how positive self-talk helped Bug to fly and how positive self-talk can help kids to try new things or to finish something hard.

Optional Extension Activities

Literary Response and Analysis:

- Read the old favorite, *The Little Engine that Could*. The message in this book still works!
- Read *Bug Makes a Splash!* by Kimochis®. When his friends invite him for a swim, can Bug overcome his scared feelings with brave ones and dive right in?

WEEK 18

Sad Feeling: Comforting Myself and Others

The Kimochis® Way: When students can express sad feelings without fear of being teased, they will share their true feelings. Kimochis® Kids comfort themselves and others when feeling sad in kind, compassionate and caring ways.

Kimochis® Vocabulary: Sad

Kimochis® Objectives: Students will be able to:

1. Identify sad feelings in self and others
2. Use self-regulation tools to comfort sad feelings
3. Demonstrate compassionate and caring actions toward peers who are feeling sad

Lesson 1:

Review Brave:

1. Tuck Bug's wings in the pockets in his back. Ask a student to come up and share a story of when they were shy or scared to try something new.
2. Ask them what they said to help get through that tough time. As they share their self-talk statements, they can pull out Bug's wings.

SAD – Introduce Kotowaza (page 76)

1. *Being sad reminds us how to appreciate being happy.*

SAD – Self-Awareness and Self-Regulation (page 77)

Materials: Cloud with Happy, Sad, Mad Feelings tucked in pouch, mirror

Tips for lesson success:

1. Some students will easily relate to Cloud. He can help students understand their own feelings of sadness and the sad feelings of others.

Lesson 2:

SAD – ACTIVITY 1: Offering Comfort to Friends who are Feeling Sad (page 78)

Materials: Cloud

Tips for lesson success:

1. Acknowledge students when they make an effort to comfort others. Say, *“I admire how you comfort your friends when they are sad.”*

SAD – ACTIVITY 2: Comforting Oneself When Feeling Sad (page 78)

Materials: Cloud

Tips for lesson success:

1. Guide students to use a comforting strategy when they are upset or sad.
2. Initially, they may need “permission” from you to remove themselves to go to the Kimochis® Corner or to take a “time away” (not a time-out) to calm.

WEEK 19

Cranky Feeling: Not Too Bossy

The Kimochis® Way: Everybody has moments of crankiness, but that does not give you permission to be rude or hurtful to others. Kimochis® Kids monitor their mood and redo cranky moments with character.

Kimochis® Vocabulary: Cranky

Kimochis® Objectives: Students will be able to:

1. Identify cranky feelings in self and others
2. Use self-regulation tools to manage cranky feelings
3. Use communication tools to set limits when others are cranky or bossy

Lesson 1:

Review Sad: Hold up the Sad Feeling. Ask students to tell stories of how they comforted their classmates if they were sad. Ask, “*What did you say to your friend?*”

CRANKY – Introduce the Kotowaza (page 104)

1. *Being kind during cranky moments shows real character.*

CRANKY – Self-Awareness and Self-Regulation (page 105)

Materials: Cat with Cranky Feeling tucked in pouch

Tips for lesson success:

1. Ask students if they have heard of other words like cranky, such as grumpy, grouchy or crabby.

Lesson 2:

Play “Catch Cat” (New!)

1. Model a baby voice, whiny voice or a cranky voice using Cat. Ask students, “*How do these voices sound?*”
2. Tell students, “*In Kindergarten, we use a talking voice, not a baby voice, whiny voice or a cranky voice. Sometimes Cat forgets and doesn’t use her talking voice.*”
3. Seat students in a circle. Students will “catch” Cat when she forgets to use a Talking Voice.
4. Use Cat to talk to each student in the circle with a talking, baby, bossy or whiney voice.
5. Instruct students to tell Cat, “*Good talking voice Cat*” when she uses her Talking Voice. When she uses her Fighting Voice, tell students to cover their ears and say, “*Cat, remember to use your Talking Voice.*”
6. Students use Cat to make different voices. Classmates can say, “*Remember to use your Talking Voice.*”

CRANKY – ACTIVITY 2: What to Say and Do When Friends Use Bossy Talk (page 106)

Materials: Cat, Kimochis® Bowl of Feelings

Tips for lesson success:

1. Students can cover their ears and say, “*Remember to use your Talking Voice.*” (just like in “Catch Cat”).

Optional Extension Activities

Literary Response and Analysis:

- Read *What Are You So Grumpy About?* by Tom Lichtenheld. Grumpy things can be funny.
- Read *Grumpy Bird* by Jeremy Tankard. This bird shows how to giggle away grumpiness.

Kimochis®

Kindergarten Lesson Sequence

WEEK 20

Silly Feeling:

For Silly To Be Fun, It Has To Be Fun For Everyone

The Kimochis® Way: Everybody likes to have fun. But for silly to be fun, it has to be fun for everyone. Kimochis® Kids know that silliness can go too far and that they can use communication tools to repair overly silly moments.

Kimochis® Vocabulary: Silly

Kimochis® Objectives: Students will be able to:

1. Identify silly feelings in self and others
2. Use self-regulation tools to manage silly feelings
3. Demonstrate the use of kind and peaceful strategies to set boundaries when peers are too silly or rough

Lesson 1:

Review Sad:

1. Play a quick round of “Catch Cat” in Week 19.

SILLY – Introduce the Kotowaza (page 92)

1. *For silly to be fun, it has to be fun for everyone.*
2. Do a puppet show with Huggtopus and Bug. Make Huggtopus be too silly. Turn Bug’s head and body to show he is not having fun. Ask, “*Is Bug having fun?*” Remind students of the Kotowaza.

SILLY – Self-Awareness and Self-Regulation (page 93)

Materials: Huggtopus with Silly Feeling tucked in pouch

Tips for lesson success:

1. Vary this activity by saying:
 - “*Everyone make a silly face.*”
 - Continue with silly sounds, silly hands, silly body, silly feet and silly hair.
2. Adults don’t like the sound of baby voices. However, young students often use them as a way to express themselves more easily. Baby voices can also make students feel safer if they get rejected. Remind students to use their Talking Voice.

Lesson 2:

SILLY – ACTIVITY 1: Too Silly and/or Rough (page 94)

Materials: Huggtopus

Tips for lesson success:

1. Be sure students understand the concept of “too much.”

Optional Extension Activities

Literary Response and Analysis: Read *Today I Feel Silly and Other Moods that Make my Day* by Jamie Lee Curtis. After reading, students can draw pictures of moody faces and bodies.

Kimochis®

Kindergarten Lesson Sequence

WEEK 21

Silly Feeling:

Know When to Be Silly and When to Be Serious

The Kimochis® Way: Everybody likes to have fun and be silly. But, there are times that everyone needs to stop being silly and be serious.

Kimochis® Vocabulary: Silly, serious, self-control

Kimochis® Objectives: Students will be able to:

1. Know when to be silly and when to be serious
2. Recognize when they are out of control and bring themselves back
3. Show how to kindly give a prompt to a peer who is close or too rough

Lesson 1:

Review Silly

1. Students stand in the circle. Turn off the lights and tell students to be silly (safely). When lights go back on, everyone needs to use self-control to bring themselves back.
2. Students who can't or don't "freeze" their bodies can help turn lights on and off. This keeps them engaged in learning.

Know When to be Silly and When to be Serious (New!)

1. Although this may seem basic, it can help to make clear boundaries about the silly versus serious times.
2. Brainstorm times to be silly and times to be serious with your students.
3. Make a poster to show times for each (draw pictures to help with reading).
4. Teachers have found this to be very helpful throughout the day. They can just point to the chart or ask students, "Is this a time to be silly?"

Lesson 2:

Play "The Huggtopus Dance" (New!)

Materials: Huggtopus with Silly and Excited Feelings tucked in pouch, music

1. Tell students that Huggtopus has a hard time controlling her body and using self-control when she is having fun because she feels excited and silly. Show the feelings tucked in her pouch.
2. Tell them they will have a dance party with Huggtopus.
3. When the music stops, Huggtopus will accidentally bump someone and that person's job is to use talking eyes, Stop Hands, and a Talking Voice to say, "Huggtopus, be careful."
4. Huggtopus will say, "Oops, sorry."
5. Take the first turn holding Huggtopus. The child who gets bumped takes the next turn with Huggtopus.
6. Be sure to remind students to be safe while playing "The Huggtopus Dance."
7. The point of this game is to help student learn a quick, friendly and effective way to respond when bumped by a fellow classmate who has limited self-control like Hugs!

Kimochis®

Kindergarten Lesson Sequence

WEEK 22

Proud Feeling:

I Am Happy For You and Happy For Me

The Kimochis® Way: When students have the ability to share pride without bragging, students are encouraged to do their best rather than have to be the best. Kimochis® Kids know how to feel proud of their accomplishments and celebrate successes for themselves and others.

Kimochis® Vocabulary: Proud, Success, Bragging,

Kimochis® Objectives: Students will be able to:

1. Identify proud feelings in self and others
2. Know how to receive compliments graciously

Lesson 1:

Review Silly:

1. Hold up the Silly Feeling. Remind students how we have silly times and serious times at school.
2. Ask students to respond in unison with the word that describes that time “Silly or Serious.”

PROUD – Introduce the Kotowaza (page 112)

1. *I am happy for you and happy for me.*

PROUD – Self-Awareness and Self-Regulation (page 113)

Materials: Lovey Dove with Proud Feeling tucked in pouch

Lesson 2:

PROUD – Activity 1: Receiving a Compliment (page 114)

Materials: Lovey Dove, other Kimochis® characters

Tips for lesson success:

0. Do both activities, *Graciously Responding to Applause* and *Graciously Responding to Kind Words* as many students need practice in accepting kind words and compliments.

Optional Extension Activities

Literary Response and Analysis:

- Read *Me I Am!* by Jack Prelutsky. An empowering celebration of individuality and diversity.
- Read *Spoon* by Amy Krouse Rosenthal. Spoon thinks that Fork, Knife, and The Chopsticks all have it so much better than him, but he learns to love himself as is.

Artistic Expression:

- Do the Artistic Expression activity *I am Proud of Me!* on page 115. Your students will love describing what they like about themselves.

**REPLACE THIS PAGE
WITH BLANK COVER STOCK**

Kimochis®

First Grade Lesson Sequence

How to Use the First Grade Lesson Sequence

Getting Started

1. The purpose of Week 1 is to set the tone for a positive school climate in the first week of school. If you start later in the year, you may not need to do the Names activities. However, many teachers are surprised to discover half-way through the school year that their students do not actually know their classmates by name!
2. Classrooms that schedule one 25-30 minute a week or two 10-15 minute lessons twice a week may have more skill retention. Do whatever works best for you, your schedule, and your students.
3. Keep the lessons at a consistent and regular time so students know when to expect a Kimochis® lesson (otherwise they may ask you over and over again when they will have another Kimochis® lesson!).
4. We suggest teaching lessons on mid-week days (Tuesday, Wednesday, or Thursday). Avoid Mondays as these are frequently holidays throughout the school year and the Kimochis® lessons will be missed.
5. A strategic time to implement the Kimochis® lessons is right before recess. This will provide your students immediate practice and review of the Kimochis® skills as they go out to the playground.
6. Consider establishing a routine of a Kimochis® Circle after recess, especially in the beginning of the year, to troubleshoot challenges with peer relationships. The Circle may be used throughout the year as needed and the students will even start to ask for a Circle to work out a challenge.

Implementing Lessons

1. Activities that have a page number indicate that the lesson is located in the curriculum manual, *Kimochis® Feel Guide: Teacher's Edition (2010)*. The steps to complete these activities are not repeated here. Please refer to your curriculum manual for the details. There may be several notes under the heading, *Tips for Lesson Success*. These are just ideas and suggestions from educators to make that specific lesson as successful as possible.
2. When there is a notation that says (New!) that indicates that the activity is not in the *Feel Guide*. The steps to complete this activity are provided in this lesson sequence.
3. We suggest that you use name sticks (all students' names written on popsicle sticks or cards) for turn-taking. Students view this as "fair" and it will help to increase participation for all students. Allow students to pass if a name stick is pulled and the student doesn't want a turn.
4. You are encouraged to follow this lesson sequence. We have found these lessons to be effective, but remember this is not a cookie-cutter program. We encourage you to explore the other lessons included in the *Feel Guide*. As you get comfortable with the lesson pattern, consider adding to your program!
5. At some point during the year, you may see behavioral issues that interfere with learning and positive social interactions. The Behaviors at a Glance section on pages 280-285 is an index of activities that can help address specific behaviors.
6. You can also use a Kimochis® Circle to address specific behavioral issues (see Setting up a Kimochis® Circle below for more information).

Kimochis®

First Grade Lesson Sequence

Setting up the Kimochis® Lessons

1. Sitting on the floor in a circle is ideal for first graders. This will make passing the characters and feelings around the circle easier and will encourage all students to participate.
2. Please reference your Week Lesson in advance in order to organize the Kimochis® characters and Feelings before starting the lesson. Sometimes it's hard to find the right Feeling at the right time!
3. Please encourage all students and adults in the classroom to join the lesson by sitting in the circle.

Promoting Collaboration

1. If you are a classroom teacher, consider collaborating with the school speech-language pathologist, counselor or social worker. You will each bring a unique and specialized level of knowledge to the lessons.
2. Consider how to co-teach the Kimochis® lessons and foster carryover to a variety of social situations throughout the school day.

How to Create a Kimochis® Classroom

Making a Kimochis® Corner (page 47)

1. Many teachers have made a place for the Kimochis® characters and feelings to “live” in the classroom. A Kimochis® Corner does not need to be elaborate or fancy. One teacher and class decided the characters would live on a countertop. Another classroom placed them in a corner of the room with soft rug and pillows. See page 48 for more ideas.
2. The Kimochis® Corner can be used in different ways. It can be used as a safe place for children to go when feeling upset. The Kimochis® Corner is never used as a time-out. It is a place to take a “time-away” to promote relaxation, self-regulation and reflection.
3. Creating a Kimochis® Corner is a fun activity to do collaboratively with your students. One teacher and her students decided to have Kimochis® Corner Monitors as a weekly rotated job for her students. The job was to tidy up the Kimochis® Corner and bring the Kimochis® characters and Feelings to a lesson when needed.

Taking Kimochis® Photographs (page 48)

1. First graders love seeing themselves in photos with the Kimochis® characters!

Class Communicator (page 47)

1. The Classroom Communicator is a fun and meaningful job to add to your classroom job list.
2. Suggestions for this job are listed on page 47 and you (and your students) may think of other job responsibilities.

Using a Kimochis® Bowl of Feelings (pages 52–53)

1. Educators have found that a Bowl of Feelings gets used frequently by the adults and students in the classroom! There are many different ways to use a Bowl of Feelings (pages 52-53). These strategies will help to increase your students' social-emotional understanding and capabilities.

Kimochis®

First Grade Lesson Sequence

2. Use the Bowl of Feelings activities for Kimochis® Circles.
3. Keep the Bowl of Feelings in a special place in the classroom.

Setting up a Kimochis® Circle

1. A Kimochis® Circle is different than teaching the lessons (even though many are taught sitting in a circle!). A Kimochis® Circle is used to share positive emotional stories and resolve conflicts away from the emotion. For example, have students share stories of times they were brave, happy, loved, or proud. Or, if there is a particular issue your class is struggling with, use a Kimochis® Circle to model through role-playing how to use the Kimochis® Keys to help. Have the students imitate your positive model.
2. Here are a few norms to follow:
 - One person speaks at a time (Students hold a Kimochis® Feeling or character when it is their turn to speak).
 - Students can “pass” if they do not want to speak.
 - Coach students to say “someone,” instead of using a name.
 - Talk about what happened. “You can be mad, but you cannot be mean.” (No put downs!)
3. You are the facilitator.
 - Each time review the circle norms listed above.
 - Name the topic (bullying, excluding, fair play at recess, etc.) or ask for student input. Decide how much time to spend on a topic and get a sense of when problem-solving has occurred
 - Address problems the day they arise, even for 10-15 minutes. This may lead to a quick resolution. By tackling social-emotional problems in the moment, academic learning time is increased.
4. Once a week, the principal, assistant principal, secretary, custodian, yard duty staff, librarian might help to lead a Kimochis® Circle. Select a feeling for students to share stories. For example, “Someone tell me a story about kindness. Someone tell me a story about how you made yourself or someone feel better when feeling sad.”

Kimochis® Educator’s Portal

1. The Kimochis® Educator’s Portal is an online forum where educators from all over the world can connect and share ideas, ask questions and get advice and the latest news from the Kimochis® team. Useful downloadable items are also available such as Home Links (activities you can send home to reinforce each lesson), coloring sheets, IEP goals, standards alignments and artwork for your school.
2. You can join the Kimochis® Educator’s Portal by going to www.kimochis.com.
3. You will see a map of the world. Choose your location. Click on the red Teachers button on the left side of your screen. This will take you to the Educator’s Portal where you can set up a username and password. Just follow the directions and you can easily become a Portal user.

Fostering Home-School Connections (Educator’s Portal)

1. Be sure to check the Kimochis® Educator’s Portal for Home Links that will provide you with activities you can send home to reinforce each lesson.
2. At Back-to-School Night, it might be helpful to provide families with information about how a first grader develops social-emotional skills (see the next page).

Kimochis®

First Grade Lesson Sequence

3. Reassure parents that most students will both hurt others and have their feelings hurt over the school year. Remind them that students grow and learn from both of these emotional experiences.
4. Tell parents about the Kimochis® program and how you will be providing your students the communication tools needed to navigate the highs and lows of first grade. It can be helpful for parents to hear that it is common for students at this age to have social challenges, such as difficulties with copying and playing tag.

Social-Emotional Development in First Grade

How Children Grow

Below are some general developmental milestones that can help you to understand the social and emotional progress a first grader will make over the school year. Keep in mind that every child is different and may not fit perfectly into this framework.

Where they are:

The average first grader is extremely egocentric and wants to be the center of attention.

They:

- Want to be the “best” and “first”
- Have boundless energy
- May be oppositional, silly, brash, and critical
- Cry easily
- Show a variety of tension-releasing behavior
- Are attached to the teacher
- Have difficulty being flexible
- Often consider fantasy to be real

Where they are going:

First graders are learning to understand themselves.

Encourage first graders as they:

- Develop a positive, realistic self-concept
- Learn to respect themselves
- Begin to understand their own uniqueness
- Gain awareness of their feelings
- Learn to express feelings
- Learn how to participate in groups
- Begin to learn from their mistakes

Kimochis®

First Grade Lesson Sequence

WEEK 1

Bug Teaches Us About Names

Note: This lesson is designed to be implemented in the first week of school to set a positive school climate. This lesson may be too much to complete in one session. You might consider doing the Introduction to the Kimochis® lesson on a separate day. The name games are fun to play right before or after a transition.

The Kimochis® Way: A friendly school where everyone uses names is a welcoming place to learn. Hearing your name gives you a feeling of belonging and self-worth. Kimochis® Teachers and Kids set the tone of the year by welcoming everyone at school, not just their friends.

Kimochis® Vocabulary: Bug, Welcome, Happy, Shy, Brave

Kimochis® Lesson Objectives: Students will be able to:

1. Explain why the Kimochis® will be in their class this year
2. Identify Bug and recall some of his characteristics
3. Recognize the feelings of happy, shy and brave
4. Use the names of some classmates

Wear Nametags

1. All students wear nametags the first few weeks of school (consider clip-on tags for safety and reuse). Learning names builds connections and promotes friendly feelings.
2. Put a nametag on yourself and Bug!
3. Encourage parents and other volunteers to wear nametags also as even grown-ups want to be known by name and feel welcome.

Introduction to Kimochis® Feelings (New!)

Materials: Mad, Sad, Scared, Shy, Happy, Brave, Kind, Excited, Silly, Frustrated, Curious Feelings in the bag

1. Seat students in circle and hold the bag of feelings. Say, “I have Kimochis® in this bag. Kimochi is a Japanese word. Kimochi is the Japanese word for feelings. Say Kimochi (Key-MO-chi). You just spoke Japanese!” Ask if students know any other Japanese words. Students will naturally want to share other words from different languages—encourage this.
2. Place the feelings from the bag on the floor in the middle of the circle, word side up.
3. Students take turns naming a feeling they see. Then ask everyone to make a facial expression, body language and sound to express this feeling. Share what might make them have this feeling.
4. Place all feelings back in the center. Ask a student to find a positive feeling (Happy, Brave, Excited, Curious, Silly) that they might feel about the upcoming school year (“I am excited about our new play structure.”)
5. Explain that all students will have lots of positive or happy feelings with one another. But sometimes, they will also they feel upset with each other.
6. Ask if a student would be willing to find a negative feeling they can predict might occur when working and playing with classmates. Have students share this feeling and their prediction. “I can predict we will get frustrated if someone does not play games fairly at recess.”

Kimochis®

First Grade Lesson Sequence

7. Tell students that this year we will be having Kimochis Lessons and Circles to teach communication skills that help us get along with each other in kind ways. Remind students that all feelings are okay, but it is never okay to be unkind when you feel (hold up a few upset feelings such as sad, mad, frustrated, disappointed, and jealous).
8. Relate your Kimochis® Communication Lessons to a Character Education program your school has already implemented. The WAY we communicate our feelings shows that we have character. You might say, *“We are learning to have character by being respectful, responsible and compassionate when we have or see upset feelings.”*

Introduce Kimochis® Bug and His Feelings (pages 16-17)

Materials: Bug, Brave, Left Out, Shy Feelings

1. Read Bug’s story on page 16.
2. Tuck the Brave Feeling in Bug’s pouch. Pull a name stick. That student comes up and takes the Feeling out of Bug’s pouch. Share situations that can create brave feelings. For example, *“I feel brave when I try to learn a new game.”* Make a brave facial expression, body and sound. Ask the student holding the Brave Feeling, *“What makes you feel brave? Show us with your brave face and body.”* Ask the other students to make a brave face and body language. Say, *“Look around at your classmates’ brave faces and bodies.”*
3. Tuck the Left Out Feeling in Bug’s pouch. Pull a name stick. That student comes up and takes the Feeling out of Bug’s pouch. Share situations that can create left out feelings. For example, *“I feel left out when everyone is playing without me.”* Ask the student holding the Left Out Feeling, *“What makes you feel left out?”* Make a left out facial expression, body and sound. Ask students to imitate you and look around at their classmates’ left out body language. Ask them, *“What is something you can say or do if you feel left out that could make you feel better?”*
4. Remind students that all feelings are okay. Bug will help us learn what to do with our left out and shy feelings (Show Left Out and Shy Feelings). Bug will help us learn communication skills that help us get along with friends and at school.
5. Pass Bug around the circle.

Name Games (You might play a different one on different days of the week.)

1. Kimochis® Feeling Name Game
 - Show the Kind and Friendly Feelings. Explain that we will learn about feelings this year. Pass Friendly Feeling around the room and explain that it is friendly to make eye contact, say “Hi” and the classmate’s name. Pass Friendly around the room to give each student practice.
2. Echo Name Game
 - Start by saying, “My name is Ms. Smith and I like cheese.” Students echo this, “Your name is Ms. Smith and you like cheese.”
 - Student to the left (or right) of you does the same, “My name is Matt and I like soccer.” Students echo by saying, “Your name is Matt and you like soccer.”
 - Continue until all students have had a chance to say their name and their favorite thing.

(Continued on next page)

Kimochis®

First Grade Lesson Sequence

3. Rhyming Name Game

Hold up Bug. Make up silly rhyming words using Bug's name (Bug – Hug). Then use your name (Mrs. Strong – long). Then use the student names. Use photos or name cards of students. Make up silly rhyming words using student names. For example, Ellen - melon, felon; Sue - chew, shoe.

4. Invite your principal or other adults in the school to join you in a name game. This is a powerful way and easy way to create an inclusive and welcoming school community.

5. Invite other first grade classes to come to your room to play name games.

Optional Extension Activities

Artistic Expression:

- Students can draw pictures of Bug, his number and favorite color.
- Make a poster of Bug with his picture and favorite things.
- Students make a Name Chain to hang in the classroom – each child writes his/her name on a strip of paper. Then make a linked paper chain with the strips and hang up in the classroom!

Literary Response and Analysis:

- Read *The Name Jar* by Yangsook Choi A story about how each child has the right to their given names and that they have a right to expect people to learn how to pronounce them.
- Read *Chrysanthemum* by Kevin Henkes Teaches children about accepting things about yourself that are different than "normal."

Kimochis®

First Grade Lesson Sequence

WEEK 2

Lovey Dove Teaches Us How Friendly Faces Create Friendly Places!

The Kimochis® Way: When all students understand and use friendly habits, shy students gain tools to participate academically and socially. Kimochis® Kids are friendly and kind to everyone at school, not just their friends.

Kimochis® Vocabulary: Lovey Dove, Proud, Kind Feelings, Friendly Signals

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Lovey Dove and recall some of her characteristics
2. Recognize the Proud and Kind Feelings
3. Identify, imitate and use several different *Friendly Signals* with peers and adults

Nametag Reminder: You may want to put a nametag on Lovey Dove and Turtle Dove!

Introduce Lovey Dove and her Feelings (pages 22-23)

Materials: Lovey Dove tucked with Kind, Proud Feelings

1. Read Lovey's story on page 23. Be sure to show Lovey's adopted baby, Turtle Dove, under her wing.
2. Tuck the Kind Feeling in Lovey's pouch. Pull a name stick. That student comes up and takes the Feeling out of Lovey's pouch. Share situations that create kind feelings. For example, "I feel kind when I help others." Make a kind facial expression, body and sound. Ask the student holding the Kind Feeling, "What makes you feel kind? Show us with your face and body how you feel." Ask students to make a kind face and body. Say, "Look around at your classmates' faces and bodies."
3. Tuck the Proud Feeling in Bug's pouch. Pull a name stick. That student comes up and takes the Feeling out of Lovey's pouch. Share situations that can create proud feelings. For example, "I feel proud when I learned how to swim." Ask the student holding the Proud Feeling, "What makes you feel proud?" Make a proud facial expression, body and sound. Ask students to imitate you and look around at their classmates' proud faces and bodies.
4. Remind students that all feelings are okay and Lovey will help us learn how to communicate with our kind and proud feelings.
5. Pass Lovey around the circle.

Friendly Lesson – Kotowaza (a Kimochis® proverb) (New!)

1. *Friendly faces create friendly places.*
2. Talk about the Kotowaza and what it means to you. Give an example from your life.
3. Ask students how their life would be different if people were always friendly to them at school.
4. Ask students what they can do create a school that feels like a "friendly place."
5. Make a Kotowaza poster. Students in the classroom sign their names to make a commitment to being friendly. They can also draw pictures that show "friendliness."

(Continued on next page)

Kimochis®

First Grade Lesson Sequence

Teach Friendly Signals (New!)

Materials: None

1. Model the following friendly signals one at a time. Encourage the class to repeat them.
 - Smile, Wave, Head Nod, Hello, High Five
2. Invite students to demonstrate other friendly signals. Make this fun by being creative. Students can make up new friendly signals.
3. Tap two students in the circle and instruct them to change seats. They each use one of the friendly signals listed above. For example, “*Pass one another and give a head nod.*”
4. On the last round, students pass each other; say each others names, a greeting and a friendly signal.

Friendly Feelings are Contagious (New!)

Materials: Friendly Feeling, whiteboard, markers

1. Discuss with students how being friendly is a habit that can have a positive ripple effect in the world. Talk about a ripple effect or something catching on that is positive (contagious).
2. Tell the students that this is a *no talking allowed* game.
3. Look at the student seated to your left and give them one of the friendly signals. This student passes it to the student on their left until the ripple has made it around the circle.
4. Discuss how a smile or friendly signal makes you feel like you want to be friendly back.
5. Play the *hot potato* game with the Friendly Feeling. Toss the Friendly Feeling to a student, saying his/her name paired with a friendly gesture. The point of the game is to keep the “hot potato” (Friendly Feeling) moving as fast as possible. Keep going until the students are ready to stop, get too silly or run out of friendly gestures.
6. Write these three starter sentences on your whiteboard. Model how to complete the sentence with your own ideas. Ask students to complete the sentence with their thoughts and feelings as a way to guide them to become a friendly person.
 - *I am friendly to others because I...*
 - *I can be friendly to others even when....*
 - *When people are friendly to me, it makes me feel...*

Optional Extension Activities

Artistic Expression:

- Students can draw pictures of Lovey Dove and her favorite things. Don't forget Turtle Dove!
- Students can make a poster of the Friendly Kotowaza.

Literary Response and Analysis: Read *Little Blue and Little Yellow* by Leo Lionni. This book shows the value of embracing difference in others.

WEEK 3

Huggtopus Helps Us With Partners

The Kimochis® Way: Anyone can be kind and respectful to a partner they like. Kimochis® Kids can be counted on to be kind and respectful to any partner.

Kimochis® Vocabulary: Huggtopus, Silly, Frustrated, Kind, Respectful, Partners

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Lovey Dove, tell about her story and recognize Proud and Kind Feelings
2. Demonstrate how to greet and accept a partner in a kind and respectful way
3. Demonstrate how to initiate work with a partner

Kimochis® Huggtopus and Her Feelings (pages 18-19)

Materials: Huggtopus with Silly and Frustrated Feelings tucked in pouch

1. Read Huggtopus' story on page 19.
2. Tuck the Silly Feeling in Huggtopus' pouch. Pull a name stick. That student comes up and takes the Feeling out of pouch. Share situations that can create a silly feeling. For example, *"I feel silly when I am with my friends."* Make a silly facial expression, body, feet, hands, sound and hair! Ask the student holding the Silly Feeling, *"What makes you feel silly? Show us with your face and body how you feel. Look at all your classmates!"*
3. Tuck the Frustrated Feeling in pouch. Pull a name stick. That student comes up and takes the Feeling out of Huggtopus' pouch. Share situations that can create frustrated feelings. For example, *"I feel frustrated when I can't figure out a math problem."* Ask the student holding the Frustrated Feeling, *"What makes you feel frustrated?"* Make a frustrated facial expression, body and sound. Ask students to imitate you and look around at their classmates' frustrated faces and bodies. Ask students, *"What can you do or say to make your frustrated feelings a little smaller?"*
4. Point out that Huggtopus only has 6 legs. Say, *"She's different from other octopuses. Do the other octopuses still like her? Is it okay to be different? Huggtopus teaches us to NAME IT or say how we are different."*
5. Say, *"Watch Huggtopus."* Make Huggtopus say, *"I have 6 legs."* Say back, *"That's okay."*
6. Now name something about yourself that could make you self-conscious, *"I can't swim."* Talk to the students about being okay with who we are. If we tell others about ourselves and what might be different about us, it helps others understand and be kind.
7. Pass Huggtopus to students who want to NAME something about themselves. Often students with disabilities will feel comfortable holding Huggs and saying, *"I can't see very well"* or whatever their disability might be.
8. Tell students that Huggtopus helps us love ourselves (and others) just the way we are!
9. Pass Huggtopus around the circle.

(Continued on next page)

Kimochis®

First Grade Lesson Sequence

Being Partnered

Note: Being partnered or finding a partner can be complicated and emotional. This activity will give students ways to cope with feelings of fear, excitement, disappointment, sadness, jealousy, and anger related to partnering. These activities will help to create kindness and respect in your classroom.

LEFT OUT – Respectful Activity 1: We’re Partners! (page 162)

Materials: Popsicle sticks with students’ names, all the Kimochis® Feelings

1. Practice these skills frequently and you will find a significant difference in your students’ comfort and respectfulness when placed with a partner.

Optional Extension Activities

Artistic Expression:

- Students can draw pictures of Huggtopus, her number and favorite color.
- Students can make a poster of the Kimochis® Kind Partner Rules to hang in the classroom.

WEEK 4

Cloud Likes to Include Everyone

The Kimochis® Way: A school where students feel okay with all their feelings is a conducive and encouraging place to learn. A school where students try hard to include everyone in play is a happy place to be. Kimochis Kids include all kids in their play.

Kimochis® Vocabulary: Cloud, Mad, Sad, Happy, Include

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Cloud, tell about his story and recognize feelings of mad, sad and happy
2. Use scripts to include everyone in play

Introduce Cloud (page 14-15)

Materials: Cloud tucked with Mad, Sad Feelings

1. Read Cloud's story on page 14.
2. Tuck the Happy Feeling in Cloud's pouch. Turn his face to Happy. Pull a name stick. That student comes up and takes the Feeling out of Cloud's pouch. Share situations that can create a happy feeling. For example, "I feel happy when everyone gets along." Make a happy facial expression, body, feet, hands and sound. Ask the student holding the Happy Feeling, "What makes you feel happy? Show us with your facial expression and body how you feel. Look at all your classmates!"
3. Tuck the Mad Feeling in Cloud's pouch. Turn his head to Mad. Pull a name stick. That student comes up and takes the Feeling out of Cloud's pouch. Share situations that can create mad feelings. For example, "I feel mad when someone cuts in line." Ask the student holding the Mad Feeling, "What makes you feel mad?" Make a mad facial expression, body and sound. Ask students to imitate you and look around at their classmates' mad body language. Ask students, "What can you do or say to make your mad feelings a little smaller?" Give an example, "When I feel mad, I take a big breath."
4. Tuck the Sad Feeling in Cloud's pouch. Pull a name stick. That student comes up and takes the Feeling out of Cloud's pouch. Say, "Now Cloud feels sad." Share situations that can create sad feelings. For example, "I feel sad when I see kids getting teased." Ask the student holding the Sad Feeling, "What makes you feel sad?" Make a sad facial expression, body and sound. Ask students to imitate you and look around at their classmates' sad body language. Ask students, "What can you do or say to make your sad feelings a little smaller?" Give an example, "When I feel sad, I got talk to a friend."
5. Pass Cloud around the circle.

Happy – Activity 5: Including (page 74)

Materials: Cloud (use instead of Huggtopus as in the book)

1. You can do puppet plays with the other Kimochis® characters and show how they include everyone.
2. Ask students to roleplay the simple inclusive communication scripts in the curriculum.

(Continued on next page)

Kimochis®

First Grade Lesson Sequence

Optional Extension Activities

Artistic Expression:

- Students can draw pictures of Cloud and his favorite things.
- Students can make a poster of the Friendly Kotowaza.

Literary Response and Analysis:

- Read *One* by Kathryn Otoshi. A book about accepting each other's differences and how it sometimes just takes one voice to make everyone count. This book also has a very good anti-bullying message.

Kimochis®

First Grade Lesson Sequence

WEEK 5

Cat Helps Us Understand How We Are the Same and Different

The Kimochis® Way: A classroom environment where all students understand that each classmate has special talents and challenges is a safe and encouraging place to learn. Kimochis® Kids recognize how we are all the same and different in many ways.

Kimochis® Vocabulary: Cat, Curious, Cranky Feelings

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Cat, tell about her story and recognize Curious and Cranky Feelings
2. Compare their personality and temperament to the Kimochis® characters
3. Understand classmate's personality and temperaments in relation to the Kimochis® characters

Introduce Cat and her Feelings (pages 20-21)

Materials: Cat, Curious and Cranky Feelings

1. Read Cat's story on page 21.
2. Tuck the Curious Feeling in Cat's pouch. Pull a name stick. That student comes up and takes the Feeling out of Cat's pouch. Say, "*Curious means that we are interested in finding out about something.*" Share situations that can create a curious feeling. For example, "*I feel curious about how airplanes fly.*" Make a curious facial expression, body and sound. Ask the student holding the Curious Feeling, "*What makes you feel curious? Show us with your facial expression and body how you feel when you are curious. Look at all your classmates!*"
3. "*Cat reminds us that when we are curious, we need to be safe and kind. That means we are careful when we have a curious feeling, like looking at something across the street. We need to be kind when we ask questions so we don't hurt other's feelings.*"
4. Tuck the Cranky Feeling in Cat's pouch. Pull a name stick. That student comes up and takes the Feeling out of Cat's pouch. Say, "*Cranky is when you don't get enough sleep or are hungry. Sometimes we call it grouchy.*" Share situations that can create cranky feelings. For example, "*I feel cranky when I have to get up early.*" Ask the student holding the Cranky Feeling, "*What makes you feel cranky?*" Make a cranky facial expression, body and sound. Ask students to imitate you and look around at their classmates' cranky body language. Ask students, "*What can you do or say to make your cranky feelings a little smaller?*"
5. Remind students that all feelings are okay. Cat will teach us what to do when we feel curious or cranky.
6. Pass Cat around the circle.

Same and Different (New!)

Materials: Cat, Happy, Sad,

1. Sit in a circle with your class.
2. Introduce the words: same and different. Explain what they mean.

Kimochis®

First Grade Lesson Sequence

3. Tell students we are going to play a game. If you like the “same” thing, stand up. If not and your choice is “different” stay seated. Instruct then after they “stand” to quickly sit and wait for the next prompt.
4. Then start with:
 - If you smile when you are happy... stand up. (Show Happy feeling).
 - If you cry when you are sad...stand up. (Show Sad Feeling).
 - If you feel mad when you are left out... stand up.
 - If you like dessert...stand up.
 - If your favorite color is purple...stand up.
 - If you like warm milk...stand up.
 - If your favorite thing at the park to do is swing on the swings...stand up.
 - If you like to swim...stand up.
 - If you like to have tea parties like Cat...stand up.
 - If you want to make new friends in Kindergarten...stand up.
5. Add additional prompts as you like.
6. Ask everyone to sit down. Ask students, “*Are we all exactly the same or can we be different?*”
7. Take several answers, and keep the discussion going as long or short as you like.
8. Ask students to demonstrate how they could talk to someone who may be new, that they do not know. (Review: *Smile, Wave, Head Nod, Hello, High Five*).
9. Close by saying, “*We are share things that are the same and we all have differences. Each of you is unique and special. Thank you for sharing with each other today.*”
10. Play this game numerous times throughout the year by changing the prompts. Enjoy noticing that toward the end of the school year, more students think for themselves rather than looking and following how their peers answer.

Optional Extension Activities

Artistic Expression:

- Students draw pictures of Cat and her favorite things.
- Make a poster or mural of favorite things. Students can cut out pictures from magazines or pictures could be found on the internet.

Literary Response and Analysis:

- Read *Zero* by Kathryn Otoshi. This book is about learn about numbers and counting, but also accepting different body types and learning what it means to find value in yourself and in others.
- Read *Odd Velvet* by Mary Whitcomb. This book is about the value of being different and also being true to oneself.

WEEK 6

Key I: Call Name, Wait for Eye Contact, Give a Communication Tap Before You Speak

The Kimochis® Way: When students learn how to get the attention of peers and adults, they create a social-emotional connection that leads to successful outcomes. Kimochis® Kids can initiate conversation and play in positive ways.

Kimochis® Vocabulary: Communication Tap, Eye Contact

Kimochis® Lesson Objectives: Students will be able to:

1. Understand why getting a person's attention in an appropriate way is important
2. Demonstrate how to call a name, wait for eye contact and use a communication tap in a variety of social situations

QUICK REVIEW: Remind students about how our Kimochis® friends are going to help us learn how to be kind and respectful in our lives. They teach us how to communicate!

Key I – Activity 3: Call Name and Wait for Eye Contact (page 28)

Materials: None

Tips for lesson success:

1. Some students may find it difficult to make direct eye contact. Don't ever force it. It can help to use a gesture to guide their eyes to your eyes (point with first two fingers to your eyes and then their eyes).
2. There can be cultural differences in the use of eye contact. Never ask students to use eye contact if it is uncomfortable. You can talk about how we use eye contact at school and at home.

Key I – Activity 4: Communication Tap (page 29)

Materials: Huggtopus

Tips for lesson success:

1. Huggtopus is a great character to teach this Key because you can use one of her "arms" to do the Communication Tap during role plays.
2. Teach students to do three gentle taps on the person's shoulder only.
3. If you can predict that a student might not like a Communication Tap because of sensory sensitivities, say, "Some kids might not like to be touched when someone wants their attention. Raise your hand if you would like your friends to get your attention another way." Show other ways to get another's attention, such as standing in front of them or calling their name again.

Key I – Activity 5: Practicing Predictable Situations (pages 29-30)

Materials: None

Tips for lesson success:

1. These situations continue to occur in first grade and are good to practice in role plays.
2. Prompt students to use Key I skills in social situations as they occur throughout the school day.

WEEK 7

Key 2: Use a Talking Voice Instead of a Fighting Voice

The Kimochis® Way: Students who can regulate their tone of voice when experiencing upset emotions are more likely to resolve social-emotional problems and maintain healthy relationships. Kimochis® Kids can use a talking voice in the heat of an emotional moment.

Kimochis® Vocabulary: Talking Voice, Fighting Voice

Kimochis® Lesson Objectives: Students will be able to:

1. Identify the difference between a Talking Voice and a Fighting Voice
2. Demonstrate how and when to use a Talking Voice in social interactions

QUICK REVIEW of Key 1: Hold Huggtopus and walk behind students on the outside of circle. Huggtopus does a communication tap on one student who chases you back to your spot. (Similar to Duck, Duck, Goose!) Play several rounds.

Key 2 – Activity 1: Talking Voice vs. Fighting Voice (page 30)

Materials: Cat, Mad, Sad, Frustrated, Scared Feelings

Tips for lesson success:

1. Cat is an excellent character to teach Key 2 because she forgets and uses her Fighting Voice.
2. Demonstrate using the characters as puppets. For example, make Cat say, “Move” to Cloud with a Talking Voice or Fighting Voice. Have students stand when the character makes a Fighting Voice.
3. Tell the students that we will be practicing using our Talking Voices when we are playing and working with our friends. Use the Feelings, brainstorm which feelings challenge students to use a Talking Voice.
4. Consider using the Enhancement #2 (Face and Tone of Voice) described on page 61. This will give students a visual to clarify the concept and a prompt that you can refer to throughout the day.
5. Students can role-play using a Talking Voice in the predictable situations from Key 1, starting on page 29. (Cut in line; I can’t see; I was there).
6. You can also teach students to use a Serious Voice when they need “to turn up the seriousness, but not the meanness.” A Serious Voice is slowed down and stretched out, but does not have a fighting tone. Role-play situations where a student might use a Talking Voice to ask a peer to change his/her behavior and it doesn’t work. Use Kimochis® characters and then students can role-play on their own.

Play “Catch Cat” (New!)

1. Model a baby voice, whiny voice or a cranky voice using Cat. Ask students, “How do these voices sound?”
2. Tell students, “In first grade, we use a Talking Voice, not a baby voice, whiny voice or a cranky voice. Sometimes Cat forgets and uses her Fighting Voice.”
3. Seat students in a circle. Tell them that they will “catch” Cat when she forgets to use a Talking Voice.
4. Use Cat to talk to each student in the circle with a talking, baby, bossy or whiny voice.

Kimochis®

First Grade Lesson Sequence

5. Instruct the students to tell Cat, “*Good Talking Voice, Cat*” when she uses her Talking Voice. When Cat forgets, instruct the students to cover their ears and say, “*Cat, remember to use your Talking Voice.*”
6. Give students a chance to be Cat using different voices. Remind students they can remind their classmates, “*Remember to use your Talking Voice.*”

WEEK 8

Key 3: Use a Talking Face and Body Instead of a Fighting Face and Body (Facial Expressions and Body Language)

The Kimochis® Way: Students who can “read” and use appropriate facial expressions and body language are more likely to resolve social-emotional problems and maintain healthy relationships. Kimochis® Kids can use a talking face and body in the heat of an emotional moment.

Kimochis® Vocabulary: Talking Face and Body, Fighting Face and Body

Kimochis® Lesson Objectives: Students will be able to:

1. Identify the difference between a Talking Face and Body, and a Fighting Face and Body
2. Demonstrate how and when to use a Talking Face and Body in social interactions

QUICK REVIEW of Key 2: Do a quick version of “Pass the Kimochis®” as in Week 6.

Key 3 – Activity 2: Reading Body Language (page 32)

Materials: Cloud

Tips for lesson success:

1. Cloud can be used to teach Talking Face and Fighting Face because his Mad and Happy faces are so visual.
2. Say, “We read a book to find information. We do the same when we ‘read’ a person’s body language.”
3. Initially, it can be easier for young students to make facial expressions as a group.

Serious Face (page 143)

Tips for lesson success:

1. You can teach students to use a Serious Face (paired with Serious Voice from Week 7: Lesson 2) as a way “to turn up the seriousness, but not the meanness.” A Serious Face has wide eyes and raised eyebrows. This facial expression sends a message that you really mean what you say (see page 143).
2. Students will need practice and lots of prompting to make a Serious Face so it doesn’t look mean. When you have opportunities to use a Serious Face in the classroom, model what it looks like and call attention to it. Say, “Everyone, look at my face. This is a Serious Face. We need to clean up now.”
3. Reassure that a Serious Face doesn’t mean you don’t like someone, but you need to be strong and clear with your communication.

Play Cloud Says (New!)

Materials: Cloud

1. This game is played like “Simon Says” but it is called “Cloud Says.”
2. Give prompts like, “Cloud says-make a happy face;” “Cloud says-make a silly body”, etc.
3. Continue with prompts until you say one without the “Cloud Says.”
4. There are no “outs” in this game, just keep playing until students lose interest.

Optional Extension Activity

Literary Response and Analysis: Read *Yo! Yes?* by Chris Rashka. Point out the body language of each boy in the story.

WEEK 9

Key 3: Use a Talking Face and Body Instead of a Fighting Face and Body (Talking Hand, Stop Hands)

The Kimochis® Way: Students who use nonviolent communication tools can more peacefully resolve social-emotional conflicts. Kimochis® Kids can use their Talking Hand or Stop Hands in the heat of an emotional moment.

Kimochis® Vocabulary: Talking Hand, Stop Hands

Kimochis® Lesson Objectives: Students will be able to:

1. Demonstrate how to use a Talking Hand and Stop Hands.
2. Use a Talking Hand and Stop Hands to peacefully resolve social-emotional conflicts

QUICK REVIEW of Key 3: Do a quick version of “Cloud Says” as in Week 7.

Key 3 – Activity 4: Talking Hand to Request Objects (page 34)

Materials: Cloud

Tips for lesson success:

1. Some teachers have called the Talking Hand the “Asking Hand.”
2. Be sure that all teachers are using the same common language so students are hearing similar prompts throughout the school and using the same language with each other.
3. Remind students when they can use a Talking Hand. For example, before a Free Choice Time, prompt students to use the Talking Hand if a classmate grabs.

Key 3 – Activity 5: Stop Hands (page 35)

Materials: None

Tips for lesson success:

1. Demonstrate placing your hands close to your body near your face with your palms facing outward, fingers spread, when modeling the Stop Hands.
2. Students often want to put their hands out in front of them. This is less effective in sending a “serious” message because it might appear threatening.
3. Don’t be afraid to coach and help each child learn to use their hands in a way that really let others know they are setting a limit! You may need to literally place some student’s hands in the correct position.
4. Practice the Stop Hands numerous times as a group first and then individually.
5. Remind students that setting a limit means, “You’re my friend, and I am asking you to stop.” It does not mean, “I don’t like you.”
6. Students who are more socially challenged will need extra guidance to learn and generalize this skill.
7. Provide positive feedback when students use the Stop Hands correctly.
8. Students will need frequent prompting to learn how to use Stop Hands.

WEEK 10

Key 4: Choose Words That Help Instead of Hurt

Kimochis® Concepts: When students use helpful words and avoid hurtful words, a positive school climate is created. Kimochis® Kids use helpful words to peacefully resolve social-emotional conflicts.

Kimochis® Vocabulary: Helping Words, Hurtful Words

Kimochis® Lesson Objectives: Students will be able to:

1. Identify the difference between helping and hurtful words
2. Demonstrate how to recognize hurtful words

QUICK REVIEW of Key 3: Ask students to show their Talking Hand and Stop Hands. Ask, “*Did anyone use our new communication tools?*”

Key 4 – Activity 1: *Think Before You Speak* (page 36)

Materials: Cloud, Mad, Left Out, Sad and Frustrated Feelings

Tips for lesson success:

1. Some teachers have used the phrase “fighting words” instead of hurtful words as a way to stay consistent with “fighting face, voice, body and words.”

Key 4 – Activity 3: “*Ouch*” *Hard to Hear, Good to Know* (Early Education, page 37)

Materials: Lovey Dove, Cat

Tips for lesson success:

1. Lovey Dove is a good character to remind students to use helping words.
2. Use the Kimochis® characters in a puppet show to demonstrate this skill.
 - Cat says, “*You’re not my friend anymore.*”
 - Lovey Dove says, “*Ouch.*”
 - Cat says, “*I’m sorry. I was sad because you didn’t share with me.*”
 - Lovey Dove, “*That’s OK, I can share.*”
3. Model other situations with hurtful words. Role-play with the characters to demonstrate using “*Ouch.*”
4. During the puppet show, show Cat’s bandages to “show” that feelings can get hurt, just like a physical hurt. When Cat says “*Sorry*” put a Kimochis® bandages on Lovey Dove to show how we can apologize when we hurt feelings. Remind students how important it is to think before you speak so you use helping words.
5. You can also model the gesture of covering your ears or putting your hand over your heart while saying “*Ouch.*” Students can practice saying, “*Ouch*” paired with a gesture.
6. Move around the circle. Make Cat say hurtful words you might hear the students use.
7. Acknowledge students for trying by observing, “*You take care of yourself when you let someone know their words hurt.*”

Optional Extension Activity

Literary Response and Analysis: Read *Snail Started It* by Katja Reider. This book shows how insults end up hurting everyone.

WEEK 11

Key 5: Be Brave and Re-do Hurtful Moments

The Kimochis® Way: Everyone makes communication mistakes that can cause regret and shame. Kimochis® Kids are brave and re-do hurtful moments strengthening relationships and creating a positive school climate.

Kimochis® Vocabulary: Redo, Do-Overs, Take-Backs

Kimochis® Lesson Objectives: Students will be able to:

1. Identify when a redo is needed
2. Demonstrate the ability to redo a hurtful social and emotional moment

QUICK REVIEW of Key 4: Remind students how sometimes we forget and use hurtful words. Invite students to hold the Brave Feeling to share a regretful moment when they used hurting words. Acknowledge their honest and bravery.

Key 5 – Take-Backs and Do-Overs (Early Childhood, page 38)

Materials: Cloud, Huggtopus, Cat

Tips for lesson success:

1. You can use Bug to show how he might “bug” someone. Then he has to do a “do-over” and apologize.
2. The role-plays or shows will be most effective if you use real-life situations that have happened with your students. Don’t use names, just describe the situation and ask for students to be in the role-play.
3. You can do different puppet shows with all of the Kimochis® characters. Cloud, Cat and Huggtopus are especially good because they make lots of mistakes!
4. Continue to use the word “Ouch” throughout the day when you hear a student using hurtful words. It is an effective way to cue the student to apologize and resolve the conflict.

Brave – Activity 2: Tell the Truth (page 86)

Materials: Bug, Scared, Uncomfortable, Sad Feelings

Tips for lesson success:

1. Some feeling words, like *Embarrassed* and *Guilty* as suggested in the curriculum, may be too difficult for your children. Start with the simpler feeling words, *Scared* and *Sad*.
2. You can also use the bandages again as you did Week 8 as a visual way to show children how words hurt.

Optional Extension Activity

Literary Response and Analysis: Read *The Day Leo Said I Hate You!* by Robie Harris. Leo feels so frustrated and so mad at a parent who has said NO all day long, that he says three big words.

Kimochis®

First Grade Lesson Sequence

WEEK 12

Review the Kimochis® Keys to Communication

The Kimochis® Way: When students become fluent using Kimochis® Keys to Communication in social and emotional moments, they are more able to communicate with respect, responsibility, resiliency, kindness and compassion. Kimochis® Kids can be counted on to handle challenging social-emotional moments with character.

Kimochis® Vocabulary: Communication Tap, Eye Contact, Talking and Fighting Voice, Talking and Fighting Face and Body, Talking Hand, Stop Hands, Helping Words, Hurtful Words, Redo, Do-Overs, Take-Backs

Kimochis® Lesson Objectives: Students will be able to:

1. Use the appropriate Key when needed in social situations and emotional moments

Tips for review:

1. You and your class have now learned the first five Keys to be an effective communicator!
2. You can do a review of the Keys as a lesson or you can review a Key a day.
3. A quick review of a Key can also be a “brain break” from academics.
4. Use quick review of a Key as a transitional activity.

Activities for each Key:

Key 1: Have students sit in a circle. Hold Huggtopus and walk behind students on the outside of the circle. Huggtopus does a communication tap on one student who chases you back to your spot. Play 2 times.

Key 2: Do a quick version of “Pass the Kimochis®” as in Week 6.

Key 3: Do a quick version of “Cloud Says” as in Week 4. Students stand and show their Talking Hand and Stop Hands.

Key 4: Remind students how sometimes we forget and use hurtful words. Ask students to show how they say, “Ouch” and cover their ears.

Key 5: Hold the Brave feeling and share a story of how you were brave to re-do a moment. Students might want to share a moment where they were brave to redo a challenging moment.

WEEK 13

Left Out Feeling: Getting Included in Play

The Kimochis® Way: When students make room for everyone, an inclusive and friendly school climate is created. Kimochis® Kids can use positive communication tools to get themselves included.

Kimochis® Vocabulary: Left Out, Shy, Scared

Kimochis® Objectives: Students will be able to:

1. Identify left out feelings in self and others
2. Use self-regulation tools to manage left out feelings
3. Demonstrate positive, effective ways to get included in play

QUICK REVIEW of Kimochis® Keys: Review the Kimochis® Keys. Put a number of Feelings on the floor in the circle. Ask students to pick a Feeling and tell how they used a Key related to that Feeling. For example, “*I was really mad, but I remembered to use my Talking Voice.*”

LEFT OUT – Introduce the Kotowaza (page 88)

1. *It’s always more fun when we make room for everyone*
2. Review Kotowaza before recess or free choice to prompt students to include everyone.

LEFT OUT – Self-Awareness and Self-Regulation (page 89)

Materials: Bug with Scared, Shy and Left Out Feelings tucked in pouch

Tips for lesson success:

1. Bug is a great character to *concretely show* your students how it feels to be left out by tucking his wings in his back pouch and tipping his head downward.

LEFT OUT – Activity 1: Getting Oneself Included (page 90)

Materials: Bug with Scared, Shy and Left Out Feelings tucked in pouch

Tips for lesson success:

1. Practice the communication script, “*That looks like fun, can I play?*” with students who are often left out.
2. Give a shy child the Brave Feeling to tuck into their pocket right before recess as a reminder.
3. Give a student who is inclusive and friendly the Kind Feeling as a reminder to look for classmates who may need an invitation to play.

Optional Extension Activity

Literary Response and Analysis: Read the book *Stand Tall, Molly Lou Melon* by Patti Lovell. Molly Lou Melon is very proud of who she is and can do anything she put her mind to.

WEEK 14

Left Out Feeling: Including Others

The Kimochis® Way: Students who seek to include all, not just close friends, help to create a school community where children have a strong sense of belonging. Kimochis® Kids always take the “time to be kind” and include others.

Kimochis® Vocabulary: Left Out, Shy, Scared

Kimochis® Objectives: Students will be able to:

1. Use their eyes to see and ears to hear when others need to be included
2. Demonstrate the ability to include others who are left out

QUICK REVIEW of getting yourself included: Ask students if they tried to join some friends by using communication tools that would “raise the odds” you would be included.

LEFT OUT – Compassionate and Kind Activity 3: Looking to Include Others (page 170)

Materials: Bug, a ball

Tips for lesson success:

1. Encourage students to use their eyes to see and ears to hear if others want to be included.
2. Use the Kotowaza as a reminder for students: *It’s always more fun when we make room for everyone.*
3. Students will need frequent prompts and guidance to remember to use the inclusion skills taught in these lessons.
4. Sometimes students who are more socially challenged do not know the rules or even how to play common recess games. These students might be paired with a socially confident peer who could teach the game and guide the student. Also talk to the PE teacher about teaching these games in PE.
5. Make time for “fake recess” and play popular games so students can learn the rules. Also, ask students what “ruins” a game and together brainstorm positive ways to fix these problems.
6. Review this activity numerous times throughout the school year.

Optional Extension Activity: Heads Down-Thumbs Up (New!) (played after recess)

Materials: None

1. After recess, ask the students to take a quiet reflective moment to put their heads down on their desks. With heads down, ask students to put a thumbs up if, at recess, they:
 - Felt included; Looked to include others; Saw someone who looked left out
 - Did something kind for someone who looked like they felt left out
2. Ask the students to put their heads up and share (without using names) what you learned about how recess seems to be going.
3. If time permits, invite students to share stories of how they both got themselves included and looked to include others.
4. If a student is frequently putting a thumbs up that they are feeling left out, this student might benefit from a “Walk Talk” with you. Walking while talking can help a child share inner feelings with less reluctance. This can be especially true for boys.

WEEK 15

Mad Feeling: Cooling Down

The Kimochis® Way: When students know that it is okay to be mad, but it is never okay to be mean with your tone of voice, face or body language, a climate of calmness and respect will develop. Kimochis® Kids know how to be mad without being mean.

Kimochis® Vocabulary: Mad, Cool Down

Kimochis® Objectives: Students will be able to:

1. Identify mad feelings in self and others
2. Demonstrate how to use Cool Down strategies to express mad feelings in a positive way
3. Demonstrate how to use positive self-talk to calm mad feelings

QUICK REVIEW of including others in play: Ask students if they included a classmate in play or conversation. Ask, “How did you do it? How do you feel about yourself when you are kind, friendly and inclusive with your classmates?”

MAD – Introduce the Kotowaza (page 140)

1. *It’s okay to be mad, but it’s not okay to be mean.*
2. Remind students of the Kotowaza before challenging social time

MAD – Self-Awareness and Self-Regulation (page 141)

Materials: Cloud with Mad Feeling tucked in pouch

MAD – Respectful Activity I: Cool Down Mad Feelings (page 142)

Materials: Cloud with Mad Feeling tucked in pouch

Tips for lesson success:

1. After students say what helps them cool down, use Cloud to show how doing a strategy (deep breath, count, etc) can make the mad a little smaller and calmer.
2. Show his mad face, do a cool down strategy and turn his face to happy.
3. Pull the Mad feeling from his pouch and say, “*I still feel kind of mad, but I am not going to be mean.*”
4. Pass Cloud to students who want to do the same.
5. Enhancement Strategy #9 (Calming Strategies) on page 63 has a list of different calming strategies.

MAD – Resilient Activity I: Positive Self-Talk Scripts (page 145)

Materials: None

Tips for lesson success:

1. This activity can be paired with the Cool Down activity.
2. Enhancement Strategy #5 (Thinking and Speaking Bubbles) on page 62 can show the students the difference between negative self-talk and positive self-talk.
3. Turn Cloud’s face to show positive self-talk (turn face to happy) vs. negative (turn face to mad).

WEEK 16

Mad Feeling: A Big Mean Thing That Isn't True

The Kimochis® Way: Students predict and practice social-emotional moments that create mad feelings so they have positive communication tools to effectively handle these moments in real life. Kimochis® Kids know how to be mad without being mean.

Kimochis® Vocabulary: Mad

Kimochis® Objectives: Students will be able to:

1. Show different communication tools to manage mad feelings.
2. Demonstrate how to warn others when you feel mad
3. Cope with statements that are Big Mean Things That Aren't True

QUICK REVIEW of Mad Feeling: Pass the Mad Feeling and ask students to tell how they used their Cool Down strategy to make mad feelings get smaller or go away. Remind students that feelings come and go. Cool Down strategies help us share our feelings in more positive ways so we can feel better more quickly and be careful not to be hurtful when feeling mad.

MAD – Compassionate and Kind Activity 3: Choosing Compassion and Kindness (page 146)

Materials: Cloud

Tips for lesson success:

1. Students will need you to give them an example of *Big Mean Things That Aren't True* (“I hate you.” “You’re not my friend anymore.”, “You can’t come to my birthday party.”)
2. Model how to respond when someone says a big mean thing that’s not true. Show how to bravely and gently ask, “Are you mad at me?” This response might help to make the mad feelings smaller. This question helps students learn that the words are not true, but that the other person is really, really mad. When we recognize that a friend is upset, the question can help to resolve feelings.
3. Give chances for students to practice responding to the *Big Mean Things That Aren't True*.”
4. Refer to the purple print at the end of the activity for a visual support.

Play “Cloud Says” (New!)

Materials: Cloud

1. This game is played like “Simon Says”, but it uses Cloud and he calls out, “Cloud says...”
2. Make Cloud say commands related to mad, “Make a mad face, Make mad hands, Make mad feet, etc.”
3. Ask students to show the communication tools for managing mad feelings. For example, “Cloud says... ..take a cool-down breath ...show me a Talking Hand. ...show me a Stop Hand.”
4. No outs! Students can take turns holding Cloud and being the leader to give the class a command.

Optional Extension Activity

Literary Response and Analysis: Read *Cloud’s Best Worst Day Ever* by Kimochis®. Cloud gets mad and says a BIG mean thing that isn’t true in the book.

WEEK 17

Brave Feeling: Trying New Things

The Kimochis® Way: Brave is at the heart of the Kimochis® Way! Kimochis® Kids know that brave is not a “superhero feeling” and they can use courage to say and do the right thing in emotional moments.

Kimochis® Vocabulary: Brave, Positive Self-Talk, Negative Self-Talk

Kimochis® Objectives: Students will be able to:

1. Identify brave feelings in self and others
2. Use self-regulation tools to manage brave feelings
3. Demonstrate the use of positive self-talk try new things

QUICK REVIEW of Mad Feeling: Pass the Mad Feeling. Students can share success stories of handling mad feelings in kind ways by not saying a Big Mean Thing That Isn't True.

BRAVE – Introduce the Kotowaza (page 148)

1. *Be brave enough to stand up and speak or sit down and listen.*
2. Remind your students that Brave is not a “Superhero” feeling. For example. “Brave means I may be shy, but I can GET myself to ask if I can play.” Brave is at the heart of the Kimochis® Way!

BRAVE – Self-Awareness and Self-Regulation (page 149)

Materials: Bug with Brave Feeling tucked in pouch

Tips for lesson success:

1. Think of examples from your own life as examples of being brave or trying new things. Students love to hear stories about their teachers! Make the stories exciting by adding lots of details.

BRAVE – Activity 1: Try New Things (page 86)

Materials: Bug with Brave Feeling tucked in pouch

Tips for lesson success:

1. Students love this activity! Talk about how positive self-talk helped Bug to fly and how they can use positive self-talk to try new things or to get something hard finished.

Understanding Self-Talk (New!)

Materials: Cloud, Lovey Dove

1. Discuss the concept of positive self-talk and negative self-talk. Place Lovey on one side of the room and Cloud with his mad face on the other side. (Cloud: negative; Lovey Dove: positive).
2. Read the self-talk sentences below (add others). Students to point to the character that matches.

<i>I can do it. I can't do it.</i>	<i>Writing isn't hard! Writing is too hard!</i>
<i>I'm not going to give up. I give up.</i>	<i>I'll get this done! I'll never finish this!</i>

Optional Extension Activity

Literary Response and Analysis: Read *Bug Makes a Splash!* by Kimochis®. When his friends invite him for a swim, can Bug overcome his scared feelings with brave ones and dive right in?

WEEK 18

Brave Feeling: Saying Sorry

The Kimochis® Way: Brave is at the heart of the Kimochis® Way! Kimochis® Kids know that brave is not a “superhero feeling” and they can use courage to say and do the right thing in emotional moments. Being brave is about learning to own mistakes and apologizing when communication mistakes are made that hurt feelings. Kimochis® Kids learn to own their mistakes and apologize in a sincere, truthful way.

Kimochis® Vocabulary: Brave, sorry, apologize

Kimochis® Objectives: Students will be able to:

1. Understand when apologies are necessary
2. Apologize with sincerity and truthfulness

QUICK REVIEW of being brave: Tuck Bug’s wings. Ask a student to come up and share a story of when they were shy or scared to try something new. Ask them what they said to help get through that tough time. As they share their self-talk statements, they can pull out Bug’s wings.

BRAVE – Resilient Activity 1: Say Sorry (pages 153-154)

Materials: Bug with Brave Feeling tucked in pouch

Tips for lesson success:

1. Only teach Habits 1-5 (see page 154 and below).
2. You may wish to stagger how many communication habits you teach in one day. For example, you can begin by teaching habits 1-3 for saying sorry and add habits 4 and 5 on another day.
3. Make a poster of the 5 Habits to hang in the classroom as quick reference.
4. This lesson can be a good one to use with a buddy class.

5 Habits for Saying Sorry

Habit 1: Apologize Quickly (The quicker you apologize, the quicker you make things right.)

Habit 2: You Have to Mean It (Use a sincere tone of voice.)

Habit 3: Tell Why You are Sorry (Example, “I’m sorry I didn’t wait for you.”)

Habit 4: Give it a Name (Example, “That was mean of me to say that.”)

Habit 5: Make Things Right! (Example, “What can I do to make it better?”)

Optional Extension Activity

Literary Response and Analysis: Read *My Buddy, Slug* by Jarrett J. Krosoczka. Alex and Slug are best friends and they do everything together. When Alex tries to get some alone time, Slug won’t leave him alone. Alex explodes and it’s time for both of them to figure out the meaning of “sorry.”

WEEK 19

Brave Feeling: Forgiving Others

The Kimochis® Way: Being brave is also about learning how to forgive when someone hurts your feelings. Kimochis® Kids know how to forgive, be resilient and be generous of heart.

Kimochis® Vocabulary: Brave

Kimochis® Objectives: Students will be able to:

1. Understand the importance of forgiving
2. Forgive when others make mistakes that are hurtful

QUICK REVIEW of saying sorry: Pass the *Sorry* feeling around the circle and ask students to say “Sorry” in an insincere voice. Do again with a sincere face and voice. Ask, “Which voice makes you feel and know someone is truly sorry?” Explore why our voice and face sometimes sounds insincere (Is it due to feelings of guilt, fear or embarrassment?) It takes courage to make eye contact, sound sorry and work to make things better after a communication mistake.

BRAVE – Resilient Activity 2: I Forgive You (page 155)

Materials: Bug with Brave Feeling tucked in pouch

Tips for lesson success:

1. Teach only the first 3 Habits (see pages 155-156 and below).
2. You may want to teach several a day.
3. Make a poster of the 3 Habits to Forgive to hang in the classroom as quick reference.
4. This lesson can be a good one to use with a buddy class.

3 Habits to Forgive

Habit 1: Forgive Quickly (Forgiveness can be something you do easily and quickly.)

Habit 2: Two Wrongs Don’t Make a Right (Don’t try to get back at someone.)

Habit 3: Choose Forgiving Thoughts (Think, “I know she didn’t mean to do that” or “I’ve done things like that before.”)

WEEK 20

Silly Feeling:

For Silly To Be Fun, It Has To Be Fun For Everyone

The Kimochis® Way: Everybody likes to have fun. But for silly to be fun, it has to be fun for everyone. Kimochis® Kids know that when silliness goes too far, they can use communication tools to repair those moments.

Kimochis® Vocabulary: Silly

Kimochis® Objectives: Students will be able to:

1. Identify silly feelings in self and others
2. Use self-regulation tools to manage silly feelings
3. Demonstrate the use of kind and peaceful strategies to set boundaries when peers are too silly or distracting

QUICK REVIEW of forgiving others: Hold the Brave Feeling and give an example of how you forgave someone this last week. Acknowledge any students you observed making an attempt to forgive someone.

SILLY – Introduce the Kotowaza (page 174)

1. *For silly to be fun, it has to be fun for everyone.*

SILLY – Self-Awareness and Self-Regulation (page 175)

Materials: Huggetopus with Silly feeling tucked in pouch

Tips for lesson success:

1. Vary this activity by saying, “Everyone make a silly face.” Continue with silly sounds, silly hands, silly body, silly feet and silly hair.

SILLY – Resilient Activity I: To Be Fun It Has to Be Fun for Everyone (page 179)

Materials: Huggetopus, Frustrated, Silly, Excited, Scared, Left Out, Sad feelings

Tips for lesson success:

1. Some children, especially boys, tend to play with a “rough and tumble” style.
2. This activity will teach children to stay connected when what they are playing is not fun for everyone.
3. Many young children just quit when they don’t like the play anymore. Teaching students to be clear that they still want to play, but they want to change what they are playing keeps interactions positive.
4. Be sure to practice the communication scripts listed in the book:
 - “I want to play, but let’s not be so wild.”
 - “I want to keep playing, but can we play something else please?”
 - “This is getting too crazy, Let’s do something else.”
 - “I had fun, but I’m done for now.”

WEEK 21

Silly Feeling:

Know When To Be Silly and When To Be Serious

The Kimochis® Way: Everybody likes to have fun and be silly. But, there are times that everyone needs to stop being silly and be serious.

Kimochis® Vocabulary: Silly, Serious

Kimochis® Objectives: Students will be able to:

1. Know when to be silly and when to be serious
2. Recognize when they are out of control and bring themselves back
3. Use a nonverbal communication tool to indicate “Not now”

QUICK REVIEW of Silly Feeling: Pass the Silly Feeling. Ask students to share what new awareness they have about how to give signals when fun isn’t fun anymore.

Know When to Be Silly and When to Be Serious (New!)

1. Although this may seem basic, it can help to make clear boundaries about the silly versus serious times.
2. Brainstorm times to be silly and times to be serious with your students.
3. Make a poster to show times for each (draw pictures to help with reading).
4. Teachers have found this to be very helpful throughout the day. They can just point to the chart or ask students, “*Is this a time to be silly?*”

SILLY – Activity 3: Too Distracting (page 94)

Materials: Hugtopus with Silly Feeling tucked in pouch

Tips for lesson success:

1. Some teachers have called this the “Not Now Hand” which is a nice reminder to all.
2. Be sure that students don’t get too close to peer’s faces with their hand.
3. Model an appropriate distance. Remember that no eye contact is the key to this strategy.
4. There is no talking with this strategy. But, remind students that the hand says, “*I like you, but I don’t like it when you get too close.*”

Optional Extension Activity

Literary Response and Analysis: Read *Today I Feel Silly and Other Moods That Make My Day* by Jamie Lee Curtis. After reading, students can draw pictures of moody faces and bodies.

WEEK 22

Proud Feeling:

I Am Happy For You and Happy For Me

The Kimochis® Way: When students have the ability to share pride without bragging, students are encouraged to do their best rather than have to be the best. Kimochis® Kids know how to feel proud of their accomplishments and celebrate successes for themselves and others.

Kimochis® Vocabulary: Proud, Success, Bragging

Kimochis® Objectives: Students will be able to:

1. Identify proud feelings in self and others
2. Use self-regulation tools to manage expressions of pride without bragging

QUICK REVIEW of Silly Feeling: Students stand in the circle. Turn off the lights and tell students to be silly (safely). When lights go back on, everyone needs to use self-control to bring themselves back. Students who can't or don't "freeze" their bodies can help turn lights on and off. This keeps them engaged in learning.

PROUD – Introduce the Kotowaza (page 218)

1. *I am happy for you and happy for me.*

PROUD – Self-Awareness and Self-Regulation (page 219)

Materials: Lovey Dove with Proud Feeling tucked in pouch

Tips for lesson success:

1. Students can hear and see how bragging can hurt feelings. Pride is the way to celebrate one's success.

PROUD – Compassionate and Kind Activity 2: Proud Talk (page 223)

Materials: Lovey Dove, Proud Feeling

Tips for lesson success:

1. This is a supportive and powerful activity that focuses on how students can express and listen to statements of pride.
2. You could write down the statements for each student on a Kimochis® Note. These Notes could be sent home for parents to read.

Optional Extension Activity

Literary Response and Analysis: Read *Lavi the Lion Finds His Pride* by Linda Dickerson. Lavi is looking for his pride (family) of his own and finds something else.

**REPLACE THIS PAGE
WITH BLANK COVER STOCK**

Kimochis®

Second Grade Lesson Sequence

How to Use the Second Grade Lesson Sequence

Getting Started

1. The purpose of Week 1 is to set the tone for a positive school climate in the first week of school. If you start later in the year, you may not need to do the Names activities. However, many teachers are surprised to discover halfway through the school year that their students do not actually know their classmates by name!
2. Some teachers have a 30-45 minute Kimochis® lesson once a week. Others have scheduled two 15-20 minute lessons twice a week. Do whatever works best for you, your schedule and your students.
3. Keep the lessons at a consistent and regular time so students know when to expect a Kimochis® lesson (otherwise they may ask you over and over again when they will have another Kimochis lesson!).
4. We suggest teaching lessons on mid-week days (Tuesday, Wednesday, or Thursday). Avoid Monday as these are frequently holidays throughout the school year and the Kimochis® lessons will be missed.
5. A strategic time to implement the Kimochis® lessons is right before recess. This will provide your students immediate practice and review of the Kimochis® skills as they go out to the playground.
6. Consider establishing a routine of a Kimochis® Circle after recess, especially in the beginning of the year, to troubleshoot challenges with peer relationships. The Circle may be used throughout the year as needed and the students will even start to ask for a Circle to work out a challenge.

Implementing Lessons

1. Activities that have a page number indicate that the lesson is located in the curriculum manual, *Kimochis® Feel Guide: Teacher's Edition (2010)*. The steps to complete these activities are not repeated here. Please refer to your curriculum manual for the details. There may be several notes under the heading, *Tips for Lesson Success*. These are just ideas and suggestions from educators to make that specific lesson as successful as possible.
2. When there is a notation that says (New!) that indicates that the activity is not in the *Feel Guide*. The steps to complete this activity are provided in this lesson sequence.
3. We suggest that you use name sticks (all students' names written on popsicle sticks or cards) for turn-taking. Students view this as "fair" and it will help to increase participation for all students. Allow students to pass if a name stick is pulled and the student doesn't want a turn.
4. You are encouraged to follow this lesson sequence. We have found these lessons to be effective, but remember this is not a cookie-cutter program. We encourage you to explore the other lessons included in the *Feel Guide*. As you get comfortable with the lesson pattern, consider adding to your program!
5. At some point during the year, you may see behavioral issues that interfere with learning and positive social interactions. The Behaviors at a Glance section on pages 280-285 is an index of activities that can help address specific behaviors.
6. You can also use a Kimochis® Circle to address specific behavioral issues (see Setting up a Kimochis® Circle below for more information).

Kimochis®

Second Grade Lesson Sequence

Setting up the Kimochis® Lessons

1. Sitting on the floor in a circle is ideal, but not required. This will make passing the characters and feelings around the circle easier and will encourage all students to participate.
2. However, your students may be more comfortable sitting at their desks which is fine.
3. Please reference your Week Lesson in order to organize the Kimochis® characters and feelings before starting the lesson. Sometimes it's hard to find the right feeling at the right time!
4. Please encourage all students and adults in the classroom to join the lesson by sitting in the circle.

Promoting Collaboration

1. If you are a classroom teacher, consider collaborating with the school speech-language pathologist, counselor or social worker. You will each bring a unique level of knowledge to the lessons.
2. Consider how to co-teach the Kimochis® lessons and foster carryover to a variety of social situations throughout the school day.

How to Create a Kimochis® Classroom

Making a Kimochis® Corner (page 47)

1. Many teachers have made a place for the Kimochis® characters and feelings to “live” in the classroom. A Kimochis® Corner does not need to be elaborate or fancy. One teacher and class decided the characters would live on a countertop. Another classroom placed them in a corner of the room with a soft rug and pillows. See page 48 for more ideas.
2. The Kimochis® Corner can be used in different ways. It can be used as a safe place for children to go when feeling upset. The Kimochis® Corner is never used as a time-out. It is a place to take a “time-away” to promote relaxation, self-regulation and reflection.
3. Creating a Kimochis® Corner is a fun activity to do collaboratively with your students. One teacher and her students decided to have Kimochis® Corner Monitors as a weekly rotated job for her students. The job was to tidy up the Kimochis® Corner and bring the Kimochis® characters and feelings to a lesson.

Using Kimochis® Journals (pages 50-51)

1. We recommend that students use a Kimochis® Journal. Activities are outlined on pages 50-51.
2. There are also writing prompts for journals provided at the end of each Feeling Lesson under the *Commitment to Character*. For example, a suggested prompt on a page 146 for the Mad Feeling is “*What one action will help you recognize mad feelings?*” For example, “*I could think about how I feel inside.*”
3. You can also ask students to write their response on a small piece of paper that you collect. You can then read these aloud later as an effective way for students to hear what their classmates have experienced.
4. Ask students to write in their journals on a daily basis after recess. This will give you a “way” to assess how each student is doing socially and emotionally on the playground.
5. Some educators ask students to write in their Kimochis® Journal after a Kimochis® lesson. They may give them a specific prompt or ask students to just write what they are feeling at that moment.

Kimochis®

Second Grade Lesson Sequence

Using a Kimochis® Bowl of Feelings (pages 52–53)

1. Many educators have found that a Bowl of Feelings gets used frequently by the adults and students in the classroom! There are many different ways to use a Bowl of Feelings (pages 52-53). These strategies will help to increase your students' social-emotional understanding and capabilities.
2. Use the Bowl of Feelings activities for Kimochis® Circles.
3. Keep the Bowl of Feelings in a special place in the classroom.
4. Use the Bowl of Feelings to encourage richer writing.
5. Ask all students to nod their head when they have a main character in mind.
6. Ask all to clap their hands when they know what will happen to this character.
7. Students can hold a Kimochis® Feeling that their character will have. Other students can describe what this feeling could look like, sound like and feel like.
8. Instruct students to start writing and use these feeling descriptions in their stories.

Implementing Kimochis® Help Notes (page 50)

1. Kimochis® Help Notes are an anonymous way for students to communicate social-emotional issues that are challenging for them. See page 50 for ideas on how to set up Kimochis® Help Notes.

Setting up a Kimochis® Circle

1. A Kimochis® Circle is different than teaching the lessons (even though many are taught sitting in a circle!). A Kimochis® Circle is used to share positive emotional stories and resolve conflicts away from the emotion. For example, have students share stories of times they were brave, happy, loved, or proud. Or, if there is a particular issue your class is struggling with, use a Kimochis® Circle to model through role-playing how to use the Kimochis® Keys to help. Have the students imitate your model.
2. Here are a few norms to follow:
3. One person speaks at a time (Students hold a Kimochis® Feeling or character when it is their turn to speak).
4. Students can “pass” if they do not want to speak.
5. Coach students to say “someone,” instead of using a name.
6. Talk about what happened. “*You can be mad, but you cannot be mean.*” (No put downs!)
7. You are the facilitator.
 - a. Each time review the circle norms listed above.
 - b. Name the topic (bullying, excluding, fair play at recess, etc.) or ask for student input. Decide how much time to spend on a topic and get a sense of when problem-solving has occurred.
 - c. Address problems when they arise, even for 10-15 minutes. This may lead to a quick resolution. By tackling social-emotional problems in-the-moment, academic learning time can be increased.
8. Once a week, the principal, assistant principal, secretary, custodian, yard duty or librarian might help to lead a Kimochis® Circle. Select a feeling for students to share stories. For example, “*Someone tell me a story being kind. Tell me a story about how you made yourself or someone feel better when feeling sad.*”

Kimochis®

Second Grade Lesson Sequence

Kimochis® Educator's Portal

1. The Kimochis® Educator's Portal is an online forum where educators from all over the world can connect and share ideas, ask questions and get advice and the latest news from the Kimochis® team. Useful downloadable items are also available such as Home Links (activities you can send home to reinforce each lesson), coloring sheets, IEP goals, standards alignments and artwork for your school.
2. You can join the Kimochis® Educator's Portal by going to www.kimochis.com.
3. You will see a map of the world. Choose your location. Click on the red Teachers button on the left side of your screen. This will take you to the Educator's Portal where you can set up a username and password. Just follow the directions and you can easily become a Portal user.

Fostering Home-School Connections

1. Be sure to check the Kimochis® Educator's Portal for Home Links that will provide you with activities you can send home to reinforce each lesson.
2. At Back-to-School Night, it might be helpful to provide families with information about how a first grader develops social-emotional skills (see the next page).
3. Reassure parents that most students will both hurt others and have their feelings hurt over the school year. Remind them that students grow and learn from both of these emotional experiences.
4. Tell parents about the Kimochis® program and how you will be providing your students the communication tools needed to navigate the highs and lows of second grade. It can be helpful for parents to hear that it is common for students at this age to have social challenges, such as difficulties with relationships and being different.

Social-Emotional Development in Second Graders

How Children Grow

Below are some general developmental milestones that can help you to understand the social and emotional progress a second grader will make over the school year. Keep in mind that every child is different and may not fit perfectly into this framework.

Where they are:

Second graders are beginning to calm down a bit.

They may:

- Start to reason and concentrate
- Worry, are self-critical, and may express a lack of confidence
- Demand more of their teacher's time
- Dislike being singled out, even for praise
- Understand right from wrong
- Take direction better
- Be better able to lose with less blaming
- Be more independent

Where they are going:

Second graders are continuing to learn about themselves and others.

Encouraging second graders to:

- Develop a sense of self
- Begin to understand others
- Develop respect for others
- Build relationships with others
- Develop a sense of responsibilities

Kimochis®

Second Grade Lesson Sequence

WEEK I

Meet Bug and Learn About Names

Note: This lesson is designed to be implemented in the first week of school to set a positive school climate. This lesson may be too much to complete in one session. Consider doing the **Introduction to the Kimochis®** lesson first on a separate day. The name games are fun to play right before or after a transition.

The Kimochis® Way: A friendly school where everyone uses names is a welcoming place to learn. Hearing your name gives you a feeling of belonging and self-worth. Kimochis® Teachers and Kids set the tone of the year by welcoming everyone at school, not just their friends.

Kimochis® Vocabulary: Bug, Welcome, Happy, Shy, Brave

Kimochis® Lesson Objectives: Students will be able to:

1. Explain why the Kimochis will be in their class this year
2. Identify Bug and recall some of his characteristics
3. Recognize Happy, Shy and Brave Feelings
4. Use the names of some classmates

Wear Nametags

1. All students wear nametags the first few weeks of school (consider clip-on tags for safety and reuse). Learning names builds connections and promotes friendly feelings.
2. Put a name tag on yourself and Bug!
3. Encourage parents and other volunteers to wear nametags also as even grown-ups want to be known by name and feel welcome.

Introduction to Kimochis® Feelings (New!)

Materials: Mad, Sad, Scared, Shy, Happy, Brave, Kind, Excited, Silly, Frustrated, Curious Feelings in the bag

1. Seat students in a circle and hold the bag of Feelings. Say, “I have Kimochis in this bag. Kimochi is a Japanese word. Kimochi is the Japanese word for feeling. Say Kimochi (Key-MO-chi). You just spoke Japanese!” Ask if students know any other Japanese words. Students will naturally want to share other words from different languages—encourage this.
2. Place the Feelings from the bag on the floor in the middle of the circle, word side up.
3. Students take turns naming a feeling they see. Then ask everyone to make a facial expression, body language and sound to express this feeling. Share what might make them have this feeling.
4. Place all feelings back in the center. Ask a student to find a positive feeling (Happy, Brave, Excited, Curious, Silly) that they might feel about the upcoming school year (“I am excited about our new play structure.”)
5. Explain that all students will have lots of positive or happy feelings with one another. But sometimes, they will also feel upset with each other.
6. Ask if a student would be willing to find a negative Feeling they can predict might occur when working and playing with classmates. Have students share this feeling and their prediction. “I can predict we will get frustrated if someone does not play games fairly at recess.”
7. Tell students that this year we will be having Kimochis® Lessons and Circles to teach communication skills that help us get along with each other in kind ways. Remind students that all feelings are okay, but it is never okay to be unkind when you feel (hold up a few upset feelings such as sad, mad, frustrated, disappointed, and jealous).

Kimochis®

Second Grade Lesson Sequence

Introduce Kimochis® Bug and His Feelings (pages 16-17)

Materials: Bug, Brave, Left Out, Shy Feelings

1. Read Bug's story on page 16.
2. Tuck the Brave Feeling in Bug's pouch. Pull a name stick. That student comes up and takes the Feeling out of Bug's pouch. Share situations that can create brave feelings. For example, "I feel brave when I try to learn a new game." Make a brave facial expression, body and sound. Ask the student holding the Brave Feeling, "What makes you feel brave? Show us with your brave face and body." Ask the other students to make a brave face and body language. Say, "Look around at your classmates' brave faces and bodies."
3. Tuck the Left Out Feeling in Bug's pouch. Pull a name stick. That student comes up and takes the Feeling out of Bug's pouch. Share situations that can create left out feelings. For example, "I feel left out when everyone is playing without me." Ask the student holding the Left Out Feeling, "What makes you feel left out?" Make a left out facial expression, body and sound. Ask students to imitate you and look around at their classmates' left out body language. Ask them, "What is something you can say or do if you feel left out that could make you feel better?"
4. Remind students that all feelings are okay. Bug will help us learn what to do with our left out and shy feelings (Show Shy and Left Out Feelings). Bug will help us learn communication skills that help us get along with friends and at school.
5. Pass Bug around the circle.

Learning Names

Wear Name Tags

1. All students wear name tags the first few weeks of school (consider clip-on tags for safety). Learning names builds connections and promotes friendly feelings.

Play Name Games (You might play a different one on different days of the week.)

1. Kimochis® Feeling Name Game
 - Show the Kind and Friendly feelings. Pass *Friendly* feeling around the room and explain that it is friendly to make eye contact, say "Hi" and the classmate's name. Pass *Friendly* around the room to give each student practice.
2. Name and Favorite Food
 - Start by saying, "I am Mr. Jones and my favorite food is rice." Student on your left says, "You are Mr. Smith and your favorite food is rice. I am Jose and my favorite food is ice cream."
 - Students continue around the circle saying the previous person's name and food. It will be difficult to remember everyone's names and food all around the circle! Challenge your students to try!
3. Name Bingo
 - Each student gets a blank Bingo card (make copies). Students walk around room and fill in blanks with other students' names. Play like Bingo. Play until all students' cards are filled.
4. Play other name games you know.
5. Invite the principal (school staff, parents, volunteers) to join your class for name games. Invite your principal or other adults in the school to join you in a name game. This is a powerful way and easy way to create an inclusive and welcoming school community.
6. Invite other second grade classes to come to your room to play name games.

Kimochis®

Second Grade Lesson Sequence

WEEK 2

Meet Lovey Dove and Learn How to Give Friendly Signals!

The Kimochis® Way: When all students understand and use friendly habits, shy students gain tools to participate academically and socially. Kimochis® Kids are friendly and kind to everyone at school, not just their friends.

Kimochis® Vocabulary: Lovey Dove, Proud, Kind Feelings, Friendly Signals

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Lovey Dove and recall some of her characteristics
2. Recognize Proud and Kind Feelings
3. Identify, imitate and use several different *Friendly Signals* with peers and adults

Name Tag Reminder: You may want to put a nametag on Lovey Dove! Don't forget Turtle Dove!

Introduce Lovey Dove and her Feelings (pages 22-23)

Materials: Lovey Dove, Kind, Proud Feelings

1. Read Lovey's story on page 23. Be sure to show Lovey's adopted baby, Turtle Dove, under her wing.
2. Tuck the Kind Feeling in Lovey's pouch. Pull a name stick. That student comes up and takes the Feeling out of Lovey's pouch. Share situations that create kind feelings. For example, "I feel kind when I help others." Make a kind facial expression, body and sound. Ask the student holding the Kind Feeling, "What makes you feel kind? Show us with your face and body how you feel." Ask students to make a kind face and body. Say, "Look around at your classmates' faces and bodies."
3. Tuck the Proud Feeling in Bug's pouch. Pull a name stick. That student comes up and takes the Feeling out of Lovey's pouch. Share situations that can create proud feelings. For example, "I feel proud when I learned how to swim." Ask the student holding the Proud Feeling, "What makes you feel proud?" Make a proud facial expression, body and sound. Ask students to imitate you and look around at their classmates' proud faces and bodies.
4. Remind students that all feelings are okay and Lovey will help us learn how to communicate with our kind and proud feelings.
5. Pass Lovey around the circle.

Friendly Lesson – Kotowaza (a Kimochis® wise-wisdom) (New!)

1. *Friendly faces create friendly places.*
2. Talk about the Kotowaza and what it means to you (Give an example from your life).
3. Ask students how their life would be different if people were always friendly to them.
4. Ask students what they can do to create a school that feels like a "friendly place."
5. Make a Kotowaza poster. Students in the classroom sign their names to make a commitment to being friendly. They can also draw pictures that show "friendliness."
6. Buddy with a younger grade level and do a Friendly Signal activity (see next activity).

(Continued on next page)

Kimochis

Second Grade Lesson Sequence

Note About Friendly Signals: Help children understand that using Friendly Signals is both cultural and personal. For example, a person may be shy and does not send Friendly Signals easily. However, this does not mean they are unkind or unfriendly. Once students understand this concept, they are less likely to make “snap judgments” about peers and adults based only on nonverbal signals.

Teach Friendly Signals (New!)

Materials: None

1. Model the following Friendly Signals one at a time. Encourage the class to repeat them.
Smile, Wave, Head Nod, Hello, High Five
2. Invite students to demonstrate other Friendly Signals. Make this fun by being creative. Students can make up new Friendly Signals.
3. Tap two students in the circle and instruct them to change seats. They each use one of the Friendly Signals listed above. For example, “*Pass one another and give a head nod.*”
4. On the last round, students pass each other; say each others’ names, a greeting and a Friendly Signal.

Friendly Feelings are Contagious (New!)

Materials: Friendly feeling, whiteboard, markers

1. Discuss with students how being friendly is a habit that can have a positive ripple effect in the world. Talk about a ripple effect or something catching on that is positive (contagious).
2. Tell the students that this is a *no talking allowed* game.
3. Look at the student seated to your left and give them one of the Friendly Signals. This student passes it to the student on their left until the ripple has made it around the circle.
4. Discuss how a smile or Friendly Signal makes you feel like you want to be friendly back.
5. Play the *hot potato* game with the Friendly Feeling. Toss the Friendly Feeling to a student, saying his/her name paired with a friendly gesture. The point of the game is to keep the “hot potato” (Friendly Feeling) moving as fast as possible. Keep going until the students are ready to stop or get too silly
6. Write these three starter sentences on your whiteboard. Model how to complete the sentence with your own ideas. Ask students to complete the sentence with their thoughts and feelings as a way to guide them to become a friendly person. Toss the Friendly Feeling to signal whose turn it is to speak.
 - *I am friendly to others because I...*
 - *I can be friendly to others even when....*
 - *When people are friendly to me, it makes me feel...*

Optional Extension Activities

Artistic Expression:

- Students can make posters of the Friendly Kotowaza.

Kimochis®

Second Grade Lesson Sequence

WEEK 3

Meet Huggtopus and Learn to Be Partnered

The Kimochis® Way: Anyone can be kind and respectful to a partner they like. Kimochis® Kids can be counted on to be kind and respectful to any partner.

Kimochis® Vocabulary: Huggtopus, Silly, Frustrated, Kind, Respectful, Partners

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Huggtopus, tell about her story and recognize Silly and Frustrated Feelings
2. Know how to name differences in self
3. Demonstrate how to greet and accept a partner in a kind and respectful way
4. Demonstrate how to initiate work with a partner

Kimochis® Huggtopus and Her Feelings (pages 18-19)

Materials: Huggtopus with Silly and Frustrated Feelings tucked in pouch

1. Read Huggs' story on page 19.
2. Tuck the Silly Feeling in Huggtopus' pouch. Pull a name stick. That student comes up and takes the Feeling out of pouch. Share situations that can create a silly feeling. For example, "I feel silly when I am with my friends." Make a silly facial expression, body, feet, hands, sound and hair! Ask the student holding the Silly Feeling, "What makes you feel silly? Show us with your face and body how you feel. Look at all your classmates!"
3. Tuck the Frustrated Feeling in pouch. Pull a name stick. That student comes up and takes the Feeling out of Lovey's pouch. Share situations that can create frustrated feelings. For example, "I feel frustrated when I can't figure out a math problem." Ask the student holding the Frustrated Feeling, "What makes you feel frustrated?" Make a frustrated facial expression, body and sound. Ask students to imitate you and look around at their classmates' frustrated faces and bodies. Ask students, "What can you do or say to make your frustrated feelings a little smaller?"
4. Point out that Huggtopus only has 6 legs. Say, "She's different from other octopuses. Do the other octopuses still like her? Is it okay to be different? Huggtopus teaches us to NAME IT or say how we are different."
5. Say, "Watch Huggtopus." Make Huggtopus say, "I have 6 legs." Say back, "That's okay."
6. Now name something about yourself that could make you self-conscious, "I can't swim." Talk to the students about being okay with who we are. If we tell others about ourselves and what might be different about us, it helps others understand and be kind.
7. Pass Huggtopus to students who want to NAME something about themselves. Often students with disabilities will feel comfortable holding Huggs and saying, "I can't see very well" or whatever their disability might be.
8. Tell students that Huggtopus helps us love ourselves (and others) just the way we are!
9. Pass Huggtopus around the circle.

(Continued on next page)

Kimochis®

Second Grade Lesson Sequence

Note: Being partnered can be complicated and emotional. This activity will give students ways to cope with feelings of fear, excitement, disappointment, sadness, jealousy, and anger related to partnering. These activities will help to create kindness and respect in your classroom.

Being Partnered:

LEFT OUT – Respectful Activity 1: We’re Partners! (page 162-163)

Materials: Popsicle sticks with students’ names, all the Kimochis® Feelings

1. Practice these skills frequently and you will find a significant difference in your students’ comfort and respectfulness when placed with a partner.
2. Second graders can feel self-conscious when partnered with a student of the opposite gender. In the first round of this activity, place students of the same gender together. Before the second round, ask students to make sounds that would make boy and girl partners uncomfortable. Explain to the students that these sounds are “off-limits” because everyone wants to feel safe and secure in our classroom.
3. Brainstorm facial expressions, hurtful words and other hurtful actions that are off limits.
4. End lesson by placing students in boy/girl partners.
5. Play this game frequently because the more you play the better your students will become.

Kimochis®

Second Grade Lesson Sequence

WEEK 4

Meet Cloud and Learn How to Find a Partner

The Kimochis® Way: Anyone can be kind and respectful to a partner they like. Kimochis® Kids can be counted on to be kind and respectful to any partner.

Kimochis® Vocabulary: Cloud, Mad, Sad, Happy, Pass-Overs

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Cloud, tell about his story and recognize Mad and Sad Feelings
2. Demonstrate how to find a partner in a kind and respectful way
3. Demonstrate how to make sure no one gets left out

Introduce Cloud and His Feelings (pages 14-15)

Materials: Cloud, Happy, Mad and Sad Feelings

1. Read Cloud's story on page 14.
2. Tuck the Happy Feeling in Cloud's pouch. Turn his face to Happy. Pull a name stick. That student comes up and takes the Feeling out of Cloud's pouch. Share situations that can create a happy feeling. For example, "I feel happy when everyone gets along." Make a happy facial expression, body, feet, hands and sound. Ask the student holding the Happy Feeling, "What makes you feel happy? Show us with your facial expression and body how you feel. Look at all your classmates!"
3. Tuck the Mad Feeling in Cloud's pouch. Turn his head to Mad. Pull a name stick. That student comes up and takes the Feeling out of Cloud's pouch. Share situations that can create mad feelings. For example, "I feel mad when someone cuts in line." Ask the student holding the Mad Feeling, "What makes you feel mad?" Make a mad facial expression, body and sound. Ask students to imitate you and look around at their classmates' mad body language. Ask students, "What can you do or say to make your mad feelings a little smaller?" Give an example, "When I feel mad, I take a big breath."
4. Tuck the Sad Feeling in Cloud's pouch. Pull a name stick. That student comes up and takes the Feeling out of Cloud's pouch. Say, "Now Cloud feels sad." Share situations that can create sad feelings. For example, "I feel sad when I see kids getting teased." Ask the student holding the Sad Feeling, "What makes you feel sad?" Make a sad facial expression, body and sound. Ask students to imitate you and look around at their classmates' sad body language. Ask students, "What can you do or say to make your sad feelings a little smaller?" Give an example, "When I feel sad, I got talk to a friend."
5. Pass Cloud around the circle.

Finding a Partner:

LEFT OUT – Respectful Activity 2: Finding a Partner (page 163)

Materials: Markers, poster board with Kimochis® Kind Partner Rules: Finding a Partner

1. Make another poster with the Kimochis® Kind Partner Rules: Finding a Partner.
2. Review the Kimochis® Kind Partner Rules from last week's lesson. You can talk about the similarities and differences.
3. Keep both posters posted in the classroom so you can refer to them frequently and students are set up for success.

Kimochis®

Second Grade Lesson Sequence

WEEK 5

Meet Cat and Sort by Kimochis® Characters

The Kimochis® Way: Students continue to understand the Kimochis® characters and feelings. Kimochis® Kids practice patience, kindness and tolerance toward others.

Kimochis® Vocabulary: Cat–Curious, Cranky; Cloud–Happy, Mad, Sad; Bug–Left Out, Brave; Huggtopus–Silly, Frustrated; Lovey Dove–Proud, Hopeful

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Cat, tell about her story and recognize Curious and Cranky Feelings
2. Compare their personality and temperament to the Kimochis® characters
3. Understand classmate’s personality and temperaments in relation to the Kimochis® characters

Introduce Cat and her Feelings (pages 20-21)

Materials: Cat, Curious and Cranky Feelings

1. Read Cat’s story on page 21.
2. Tuck the Curious Feeling in Cat’s pouch. Pull a name stick. That student comes up and takes the Feeling out of Cat’s pouch. Say, “*Curious means that we are interested in finding out about something.*” Share situations that can create a curious feeling. For example, “*I feel curious about how airplanes fly.*” Make a curious facial expression, body and sound. Ask the student holding the Curious Feeling, “*What makes you feel curious? Show us with your facial expression and body how you feel when you are curious. Look at all your classmates!*”
3. “*Cat reminds us that when we are curious, we need to be safe and kind. That means we are careful when we have a curious feeling, like looking at something across the street. We need to be kind when we ask questions so we don’t hurt other’s feelings.*”
4. Tuck the Cranky Feeling in Cat’s pouch. Pull a name stick. That student comes up and takes the Feeling out of Cat’s pouch. Say, “*Cranky is when you don’t get enough sleep or are hungry. Sometimes we call it grouchy.*” Share situations that can create cranky feelings. For example, “*I feel cranky when I have to get up early.*” Ask the student holding the Cranky Feeling, “*What makes you feel cranky?*” Make a cranky facial expression, body and sound. Ask students to imitate you and look around at their classmates’ cranky body language. Ask students, “*What can you do or say to make your cranky feelings a little smaller?*”
5. Remind students all feelings are okay. Cat will teach us what to do when we feel curious or cranky.
6. Pass Cat around the circle.

Students Sort by Kimochis® Characters (New!)

Materials: All Kimochis® characters

1. Review the personality of each character.
2. Place the Kimochis® characters in different areas of your classroom.
3. Ask your students to “*Go to the Kimochis® character who is. . .*”
 - ...the most like a friend (or relative) of yours
 - ...the one you would like to be more like
 - ...the hardest one for you to get along with
 - ...the easiest one for you to get along with

Kimochis®

Second Grade Lesson Sequence

4. You can use one or all of the prompts above.
5. When all students have sorted in various ways, then ask them to go to the Kimochis® character they think they are the most like.
6. Write the following prompts on the board:
 - I am easy to be around because...
 - It can be tricky to be around me because....
7. Ask each group to select one person to share to the larger group.
8. Students who wish to share on a personal level hold the character. They share what can be challenging about them to be around. They can share with friends what they would like them to say and do when they are not reacting in a positive way. These are called “agreements.”
9. Go first and share at a personal level. This can be a vulnerable, yet powerful experience for students.
10. Wrap-up by reassuring students that the point of this exercise is to grow in understanding ourselves and each another. This allows us to practice patience and kindness when we are not at our best.
11. This sorting activity can be effective and fun to play throughout the school year. You can ask your students to sort themselves in different ways.
12. Your students will be able to come up with additional and creative ways to sort themselves.

Kimochis®

Second Grade Lesson Sequence

WEEK 6

Key I: Call Name, Wait for Eye Contact, Give a Communication Tap Before You Speak

The Kimochis® Way: When students learn how to get attention with peers and adults, they create a social-emotional connection that leads to successful outcomes. Kimochis® Kids can initiate conversation and play in positive ways.

Kimochis® Vocabulary: Communication Tap, Eye Contact

Kimochis® Lesson Objectives: Students will be able to:

1. Understand why getting a person's attention in an appropriate way is important.
2. Demonstrate how to call a name, wait for eye contact and use a communication tap in a variety of social situations.

Key I – Activity 3: Call Name and Wait for Eye Contact (page 28)

Materials: None

Tips for lesson success:

1. Some students may find it difficult to make direct eye contact. Don't ever force it. It can help to use a gesture to guide their eyes to your eyes (point with first two fingers to your eyes and then their eyes).
2. There can be cultural differences in the use of eye contact. Never ask students to use eye contact if it is uncomfortable. You can talk about how we use eye contact at school and at home.

Key I – Activity 4: Communication Tap (page 29)

Materials: Huggtopus

Tips for lesson success:

1. Huggtopus is a great character to teach this Key because you can use one of her "arms" to do the communication tap during role-plays.
2. Teach students to do three gentle taps on the person's shoulder only.
3. If you can predict that a student might not like a Communication Tap because of sensory sensitivities, say, "Some kids might not like to be touched when someone wants their attention. Raise your hand if you would like your friends to get your attention another way." Show other ways to get another's attention, such as standing in front of them or calling their name again.

Key I – Activity 5: Practicing Predictable Situations (pages 29-30)

Materials: None

Tips for lesson success:

1. These situations continue to occur in second grade and are good to practice in role-plays.
2. Prompt students to use Key I skills in social situations as they occur throughout the school day.

WEEK 7

Key 2: Use a Talking Voice Instead of a Fighting Voice

The Kimochis® Way: Students who can regulate their tone of voice when experiencing upset emotions are more likely to resolve social-emotional problems and maintain healthy relationships. Kimochis® Kids can use a talking voice in the heat of an emotional moment.

Kimochis® Vocabulary: Talking Voice, Fighting Voice

Kimochis® Lesson Objectives: Students will be able to:

1. Identify the difference between a Talking Voice and a Fighting Voice.
2. Demonstrate how and when to use a talking voice in social interactions.

QUICK REVIEW of Key 1: Students sit at their desks. Give a student a Communication Tap and say, “That’s my seat.” That student makes eye contact and says, “Sorry” and gives a Communication Tap to another classmate. Keep going until all have had a turn.

Key 2 – Activity 1: *Talking vs. Fighting Voice* (page 30; 61)

Materials: Cat, Mad, Disappointed, Jealous, Sad, Frustrated, Scared Feelings

Tips for lesson success:

1. Cat is an excellent character to teach Key 2 because she frequently forgets and uses her Fighting Voice.
2. Demonstrate using the characters as puppets. For example, make Cat say, “Move” to Cloud with a Talking or Fighting Voice. Prompt students to stand when the character makes a fighting voice.
3. Tell the students that we will be practicing using our Talking Voices when we are playing and working with our friends.
4. Put the Feelings in the center of the circle, face side up and ask students to find a Feeling that presents a challenge to use a Talking Voice.
5. Consider using the Enhancement #2 (Face and Tone of Voice) described on page 61. This will give students a visual to clarify the concept and a prompt that you can refer to throughout the day.
6. Students can role-play using a Talking Voice in predictable situations such as cutting in line, sitting in another’s seat, asking for something, etc.).
7. You can also teach students to use a Serious Voice when they need “to turn up the seriousness, but not the meanness.” A Serious Voice is slowed down and stretched out, but does not have a fighting tone. Role-play situations where a student might use a Talking Voice to ask a peer to change his/her behavior and it doesn’t work. Repeat the same message using a Serious Voice. Use Kimochis® characters and then students can role play on their own.

Kimochis®

Second Grade Lesson Sequence

WEEK 8

Key 3: Use a Talking Face and Body Instead of a Fighting Face and Body (Facial Expressions and Body Language)

The Kimochis® Way: Students who can “read” and use appropriate facial expressions and body language are more likely to resolve social-emotional problems and maintain healthy relationships. Kimochis® Kids can use a talking face and body in the heat of an emotional moment.

Kimochis® Vocabulary: Talking Face and Body, Fighting Face and Body

Kimochis® Lesson Objectives: Students will be able to:

1. Identify the difference between a Talking Face and Body, Fighting Face and Body and a Serious Face
2. Demonstrate how and when to use a Talking Face and Body in social interactions

QUICK REVIEW of Key 2: Ask students if anyone used their Serious Voice to “turn up the seriousness, but not the meanness.” Remind students to be sure not to use name when recounting emotional situations.

Key 3 – Activity 2: Reading Body Language (page 32-33)

Materials: Cloud

Tips for lesson success:

1. Cloud is an excellent character to teach Talking Face and Fighting Face because his faces are so visual.
2. Say, “We read a book to find information. We do the same when we ‘read’ a person’s body language.”
3. Initially, it can be easier for young students to make facial expressions as a group.

Serious Face (New!)

1. Teach students to use a Serious Face (paired with Serious Voice from Week 7: Lesson 2) as a way “to turn up the seriousness, but not the meanness.” A Serious Face has wide eyes and raised eyebrows. This facial expression sends a message that you really mean what you say (see page 143 for a visual of a Serious Face).
2. Students will need practice and lots of promoting to make a Serious Face so it doesn’t look mean. When you have opportunities to use a Serious Face in the classroom, model what it looks like and call attention to it. Say, “Everyone, look at my face. This is a Serious Face. We need to clean up now.”

Optional Extension Activity

Language and Literacy: Read *Yo! Yes?* by Chris Rashka. While reading, point out the body language of each boy in the story. Show students how much is communicated through the characters’ faces and bodies.

Kimochis®

Second Grade Lesson Sequence

WEEK 9

Key 3: Use a Talking Face and Body Instead of a Fighting Face and Body (Talking Hand, Stop Hands)

The Kimochis® Way: Students who use nonviolent and nonverbal communication tools can more peacefully resolve social-emotional conflicts. Kimochis® Kids can use their Talking Hand or Stop Hands in the heat of an emotional moment.

Kimochis® Vocabulary: Talking Hand, Stop Hands

Kimochis® Lesson Objectives: Students will be able to:

1. Demonstrate how to use a Talking Hand and Stop Hands.
2. Use a Talking Hand and Stop Hands to peacefully resolve social-emotional conflicts.
3. Use communication tools to be appropriately assertive with peers

QUICK REVIEW of Key 3: Ask students to stand and show their Talking Hand. Ask, “When can we use this new communication tools?”

Key 3 – Activity 4: Talking Hand to Request Objects (page 34)

Materials: Cloud

Tips for lesson success:

1. Some teachers have called the Talking Hand the “asking hand.”
2. Be sure that all teachers are using the same common language so students are hearing similar prompts throughout the school and using the same language with each other.

Key 3 – Activity 5: Stop Hands (page 35)

Materials: None

Tips for lesson success:

1. Demonstrate placing your hands close to your body (palms facing out, fingers spread) near your face when modeling the Stop Hands.
2. Students often want to put their hands out in front of them. This is less effective in sending a “serious” message because it might appear threatening.
3. Coach children to use their hands in a way that really let others know they are setting a limit!
4. Practice the Stop Hands numerous times as a group first and then individually.
5. Use prompting frequently to help students learn this skill.
6. Students who are more socially challenged will need extra guidance to learn and generalize this skill.
7. Remind students Stop Hands means, “I am asking you to stop a behavior, not I don’t like you.”

Mad – Responsible Activity 2: Sending an “I Mean It” Message Without Being Mean (page 143)

Materials: Cloud

Tips for lesson success:

1. It is important to teach and practice all three parts of this strategy.
2. Remind students to use their Serious Face and Voice. Explain repeatedly how to turn up the seriousness, not the meanness. Tell students that if this is not successful, they need to get adult help. This is not tattling.

Kimochis®

Second Grade Lesson Sequence

WEEK 10

Key 4: Choose Helping Words Instead of Hurtful Words

Kimochis® Concepts: When students use helpful words and avoid hurtful words, a positive school climate is created. Kimochis® Kids use helpful words to peacefully resolve social-emotional conflicts.

Kimochis® Vocabulary: Helping Words, Hurtful Words

Kimochis® Lesson Objectives: Students will be able to:

1. Identify the difference between helping and hurtful words
2. Demonstrate how to recognize hurtful words

QUICK REVIEW of Key 3: Ask students to stand and show their Stop Hands. Ask, “When can we use this new communication tool?”

Key 4 – Activity 2: Loaded Words (Elementary on pages 36-37)

Materials: Mad, Sad, Frustrated, Cranky, Jealous Feelings

Tips for lesson success:

1. Although Cloud is used in the teaching activity, Lovey Dove is a good Kimochis® character to remind students to use Helping Words.

Key 4 – Activity 3: “Ouch” Hard to Hear, Good to Know (Early Education page 37-38)

Materials: Lovey Dove, Cat

Tips for lesson success:

1. Lovey Dove is a good character to remind students to use helping words.
2. Use the Kimochis® characters in a puppet show to demonstrate this skill.
 - Cat says, “You’re not my friend anymore.”
 - Lovey Dove says, “Ouch.”
 - Cat says, “I’m sorry. I was sad because you didn’t share with me.”
 - Lovey Dove says, “That’s OK, I can share.”
3. Model other situations with hurtful words. Role-play with the characters to demonstrate using “Ouch.”
4. During the puppet show, show Cat’s bandages to “show” that feelings can get hurt, just like a physical hurt. When Cat says “Sorry” put a Kimochis® bandages on Lovey Dove to show how we can apologize when we hurt feelings.
5. You can also model the gesture of covering your ears or putting your hand over your heart while saying “Ouch.” Students can practice saying, “Ouch” paired with a gesture.
6. Move around the circle. Make Cat say hurtful words you might hear the students use.
7. Acknowledge students for trying by saying, “You take care of yourself when you let someone know their words were hurtful words.”
8. Remind your students to say, “Ouch” after hurtful words.
9. Students can use “Hey” with a tone of voice and face that implies you are hurt, but now that it probably was not intentional. Help your class come to an “agreement” that when someone hurts your feelings, you will say “Ouch” or “Hey” as a code word to stop and get an apology.

Kimochis®

Second Grade Lesson Sequence

WEEK 11

Key 5: Be Brave and Re-do

The Kimochis® Way: Everyone makes communication mistakes that can cause regret and shame. Kimochis® Kids are brave and re-do hurtful moments strengthening relationships and creating a positive school climate.

Kimochis® Vocabulary: Redo, Do-Overs, Take-Backs

Kimochis® Lesson Objectives: Students will be able to:

1. Identify when a redo is needed
2. Demonstrate the ability to redo a hurtful social and emotional moment

QUICK REVIEW of Key 4: Remind students how sometimes we forget and use hurtful words. Ask students to show how they say, “Ouch” and cover their ears. Allow sharing if students experienced an awareness of how to be careful when choosing words so we don’t hurt others.

Key 5 – Take-Backs and Do-Overs (Elementary page 38)

Materials: Cloud, Hugtopus, Cat, Bug

Tips for lesson success:

1. You can use Bug to show how he might “bug” someone. Then he has to do a do-over and apologize.
2. The role-plays or shows will be most effective if you use real-life situations that have happened with your students. Don’t use names, just describe the situation and ask for students to be in the role-play.
3. You can do different puppet shows with all of the Kimochis® characters. Cloud, Cat and Hugtopus are especially good because they make lots of mistakes!
4. Continue to use the word “Ouch” throughout the day when you hear a student using hurtful words. It is an effective way to cue the student to apologize and resolve the conflict. Substitute the word “Hey” if that works better for your class.

Key 5 – Brave Talk (New!)

1. Tell students why being brave is so important. Pass the Brave Feeling to students who are comfortable sharing their plan for being brave. Use examples from your own life.
2. Students might feel more comfortable talking about a character from a book that was brave (in a relationship, not an adventure).

Kimochis®

Second Grade Lesson Sequence

WEEK 12

Review the Kimochis® Keys to Communication

The Kimochis® Way: When students become fluent using the Kimochis® Keys to Communication in social and emotional moments, they are more able to communicate with respect, responsibility, resiliency, kindness and compassion. Kimochis® Kids can be counted on to handle challenging social-emotional moments with character.

Kimochis® Vocabulary: Communication Tap, Eye Contact, Talking and Fighting Voice, Talking and Fighting Face and Body, Talking Hand, Stop Hands, Helping Words, Hurtful Words, Redo, Do-Overs, Take-Backs

Kimochis® Lesson Objectives: Students will be able to:

1. Use the appropriate Key when needed in social situations and emotional moments

Tips for review:

1. You and your class have now learned the first five Keys to be an effective communicator!
2. You can do a review of the Keys as a lesson or you can review a Key a day.
3. A quick review of a Key can also be a “brain break” from academics.
4. Use quick review of a Key as a transitional activity.

Activities for each Key:

Key 1: Have students sit in a circle. Hold Huggtopus and walk behind students on the outside of the circle. Huggtopus does a communication tap on one student who chases you back to your spot. Play 2 times.

Key 2: Do a quick version of “Pass the Kimochis®” as in Week 6.

Key 3: Students stand and show their Talking Hand and Stop Hands. Ask, “*When can we use these new communication tools?*”

Key 4: Remind students how sometimes we forget and use hurtful words. Ask students to show how they say, “*Ouch*” and cover their ears.

Key 5: Hold the Brave Feeling and share a story of how you were brave to re-do a moment. Students might want to share a moment when they used Key 5.

Kimochis®

Second Grade Lesson Sequence

WEEK 13

Left Out Feeling: Getting Included in Games and Conversation

The Kimochis® Way: When students make room for everyone, an inclusive and friendly school climate is created. Kimochis® Kids can use positive communication tools to get themselves included.

Kimochis® Vocabulary: Left Out, Shy, Scared

Kimochis® Objectives: Students will be able to:

1. Identify left out feelings in self and others
2. Use self-regulation tools to manage left out feelings
3. Demonstrate positive, effective ways to get included in play and conversation

QUICK REVIEW of Kimochis® Keys: Review the Kimochis® Keys. Put a number of Feelings on the floor in the circle. Ask students to pick a Feeling and tell how they used a Key related to that Feeling. For example, "I was really mad, but I remembered to use my Talking Voice."

LEFT OUT – Introduce the Kotowaza (page 160)

1. *It's always more fun when we make room for everyone*

LEFT OUT – Self-Awareness and Self-Regulation (page 161)

Materials: Bug with Scared, Shy and Left Out Feelings tucked in pouch

Tips for lesson success:

1. Do the first activity under the heading **Communicate** (dot stickers).
2. Be sure to choose a student who can handle being left out to be the one who does not get a dot.
3. This game is very effective and fun to play throughout the school year.

LEFT OUT – Getting Oneself Included (New!)

Materials: Ball

1. Ask students to name what they like to do at recess.
2. Invite students to share what they do to join a game or conversation. Give the prompt, "What I do is I..."
3. Then say, "Let's learn some communication tools that will raise the odds that kids will let you join them."
4. Ask for three students to come up to the front of the room and pass a ball to each other.
5. Walk toward them and stand where you can be easily seen. Smile and tap the shoulder of the student you know best or who is most "likely" to include you. In a friendly voice say, "That looks fun. Can I please join?" Say, "Thanks" after the students make room for you.
6. Call FREEZE. Students name everything you did to *raise the odds* that the kids would include you.
 - Stood where you could be seen.
 - Used a friendly face, body language and tone. (Key 2 & 3)
 - Got attention in a positive way. (Key 1)
 - Strategically asked someone who looked friendly or has included you in the past.
 - Said, "Thanks" when the kids said you could play (this creates a positive connection and raises the odds that kids will want you to join in the future).
7. Allow students turns. Play on a different day and practice joining a conversation (no ball passing).

Kimochis®

Second Grade Lesson Sequence

WEEK 14

Left Out Feeling: Including Others

The Kimochis® Way: Students who seek to include all, not just close friends, help to create a school community where children have a strong sense of belonging. Kimochis® Kids always take the “time to be kind” and include others.

Kimochis® Vocabulary: Left Out, Shy, Scared

Kimochis® Objectives: Students will be able to:

1. Use their eyes to see and ears to hear when others need to be included
2. Demonstrate the ability to include others who are left out

QUICK REVIEW of getting yourself included: Ask students if they tried to join some friends by using communication tools that would “raise the odds” you would be included. Ask “*How did it go?*”

LEFT OUT – Compassionate and Kind Activity 3: Looking to Include You (page 170-171)

Materials: Bug, a ball

Tips for lesson success:

1. Use the Kotowaza as a reminder for students: *It’s always more fun when we make room for everyone.*
2. Some students who are more socially challenged may not know the rules or how to play recess games. These students can be paired with a socially confident peer who could teach and guide the student.
3. Make time for “fake recess” and play popular games so students can learn the rules. Also, ask students what “ruins” a game and together brainstorm positive ways to fix these problems.
4. Buddy with a younger class so your students can help them learn to follow the rules of games.

LEFT OUT – Compassionate and Kind Activity 4: Want to Join Us? (page 171)

Materials: None

Tips for lesson success:

1. Encourage students to use their eyes to see and ears to hear that others want to be included.

Kimochis®

Second Grade Lesson Sequence

WEEK 15

Mad Feeling: Cooling Down

The Kimochis® Way: When students know that it is okay to be mad, but it is never okay to be mean with your tone of voice, face or body language, a climate of calmness and respect will develop. Kimochis® Kids know how to be mad without being mean.

Kimochis® Vocabulary: Mad, Cool Down

Kimochis® Objectives: Students will be able to:

1. Identify mad feelings in self and others
2. Demonstrate how to use Cool Down strategies to express mad feelings in a positive way
3. Demonstrate how to use positive self-talk to calm mad feelings

QUICK REVIEW of including others in play: Ask students if they included a classmate in play or conversation. Ask, “How did you do it?”

MAD – Introduce the Kotowaza (page 140)

1. *It’s okay to be mad, but it’s not okay to be mean.*
2. Remind students of the Kotowaza before challenging social time

MAD – Self-Awareness and Self-Regulation (page 141)

Materials: Cloud with Mad Feeling tucked in pouch

MAD – Respectful Activity 1: Cool Down Mad Feelings (page 142; 63)

Materials: Cloud with Mad Feeling tucked in pouch

Tips for lesson success:

1. After students say what helps them cool down, use Cloud to show how doing a strategy (deep breath, count, etc) can make the mad a little smaller and calmer.
2. Show his mad face, do a cool down strategy and turn his face to happy.
3. Pull the Mad feeling from his pouch and say, “*I still feel kind of mad, but I am not going to be mean.*”
4. Pass Cloud to students who want to do the same.
5. Enhancement Strategy #9 (Calming Strategies) on page 63 has a list of different calming strategies.

MAD – Resilient Activity I: Positive Self-Talk Scripts (page 145)

Materials: None

Tips for lesson success:

1. This activity can be paired with the Cool Down activity.
2. Enhancement Strategy #5 (Thinking and Speaking Bubbles) on page 62 can show the students the difference between negative self-talk and positive self-talk.

WEEK 16

Mad Feeling: A Big Mean Thing That Isn't True

The Kimochis® Way: Students predict and practice social-emotional moments that create mad feelings so they have positive communication tools to effectively handle these moments in real life. Kimochis® Kids know how to be mad without being mean.

Kimochis® Vocabulary: Mad

Kimochis® Objectives: Students will be able to:

1. Show different communication tools to manage mad feelings.
2. Demonstrate how to warn others when you are mad
3. Cope with statements that are Big Mean Things That Aren't True

QUICK REVIEW of Mad Feeling: Pass the Mad Feeling and ask students to tell how they used their Cool Down strategy to make mad feelings get smaller or go away. Remind students that feelings come and go. Cool Down strategies help us share our feelings in more positive ways so we can feel better more quickly and not make hurtful choices when expressing our upset feelings.

MAD – Respectful Activity 2: Warn People How You Feel (page 142)

Tips for lesson success:

1. Cloud can be used as a talking stick.
2. Students who wish to share what helps them the most when they feel mad hold Cloud and share. For example, “*When I feel mad I prefer to be alone.*”
3. Create role-plays so students can practice both asking for what they need and respecting others needs when pretending to feel mad. “*Jackie, I like you and right now I need to be alone.*”

MAD – Compassionate and Kind Activity 3: Choosing Compassion and Kindness—Big Mean Things That Aren't True (page 146)

Materials: Cloud

Tips for lesson success:

1. This activity can help students to understand times when others say “Big Mean Things That Aren't True” and what to do about it when it happens.
2. Make a poster for your classroom that says “Big Mean Things That Aren't True” with an international NO symbol through it.
3. Model how to respond when someone says a Big Mean Thing That Isn't True. Show how to bravely and gently ask, “*Are you mad at me?*” This response can help to make the mad feelings smaller and to resolve conflicts more quickly and peacefully.

Optional Extension Activity

Language and Literacy: Read *Cloud's Best Worst Day Ever* by Kimochis®. Cloud gets mad and says a BIG mean thing that isn't true in the book.

WEEK 17

Brave Feeling:

Trying New Things and Sticking with Hard Things

The Kimochis® Way: Brave is at the heart of the Kimochis® Way! Kimochis® Kids know that brave is not a “superhero feeling” and they can use courage to say and do the right thing in emotional moments.

Kimochis® Vocabulary: Brave, Positive Self-Talk, Negative Self-Talk

Kimochis® Objectives: Students will be able to:

1. Identify brave feelings in self and others
2. Use self-regulation tools to manage brave feelings
3. Demonstrate the use of positive self-talk try new things

QUICK REVIEW of Mad Feeling: Pass the Mad Feeling. Students can share success stories of handling mad feelings in kind ways by not saying a Big Mean Thing That Isn't True.

BRAVE – Introduce the Kotowaza (page 148)

1. *Be brave enough to stand up and speak or sit down and listen.*
2. Remind your students that Brave is not a “Superhero” feeling. For example. “Brave means I may be shy, but I can GET myself to ask if I can play.” Brave is at the heart of the Kimochis® Way!

BRAVE – Self-Awareness and Self-Regulation (page 149)

Materials: Bug with Brave Feeling tucked in pouch

Tips for lesson success:

1. Think of examples from your own life as examples of being brave or trying new things. Students love to hear stories about their teachers! Make the stories exciting by adding lots of details. (Some teachers have made up stories; just be sure you remember what you told the kids!)

BRAVE – Compassionate/Kind Activity 3: Brave Talk (pages 157-158)

Materials: Bug, Brave, Excited, Happy, Scared, Uncomfortable, Curious, Proud, Shy Feelings

Tips for lesson success:

1. This activity focuses on trying new things.
2. Students love to use Bug as an example of trying new things (He want to learn to fly).

FRUSTRATED – Resilient Activity 1: Practicing Perseverance (pages 188-189)

Materials: Hugtopus

Tips for lesson success:

1. This lesson will give your students opportunities to practice self-talk when they want to give up.

Optional Extension Activity

Language and Literacy: Read *Bug Makes a Splash!* by Kimochis®. When his friends invite him for a swim, can Bug overcome his scared feelings with brave ones and dive right in?

Kimochis®

Second Grade Lesson Sequence

WEEK 18

Brave Feeling: Saying Sorry

The Kimochis® Way: Brave is at the heart of the Kimochis® Way! Kimochis® Kids know that brave is not a “superhero feeling” and they can use courage to say and do the right thing in emotional moments. Being brave is about learning to own mistakes and apologizing when communication mistakes are made that hurt feelings. Kimochis® Kids learn to own their mistakes and apologize in a sincere, truthful way.

Kimochis® Vocabulary: Brave, Sorry, Apologize

Kimochis® Objectives: Students will be able to:

1. Understand when apologies and forgiveness are necessary
2. Apologize with sincerity and truthfulness

QUICK REVIEW of Brave Feeling: Tuck Bug’s wings in the pocket in his back. Ask a student to come up and share a story of when they were shy or scared to try something new. Ask them what they said to help get through that tough time. As they share their self-talk statements, they can pull out Bug’s wings.

BRAVE – Resilient Activity 1: Say Sorry (pages 153-154)

Materials: Bug with Brave Feeling tucked in pouch

Tips for lesson success:

1. Only teach Habits 1-5 (see page 154 and below).
2. You may wish to stagger how many communication habits you teach in one day. For example, you can begin by teaching habits 1-3 for saying sorry and add habits 4 and 5 on another day.
3. Make a poster of the 5 Habits to hang in the classroom as quick reference.
4. This lesson can be a good one to use with a buddy class.

5 Habits for Saying Sorry

Habit 1: Apologize Quickly (The quicker you apologize, the quicker you make things right.)

Habit 2: You Have to Mean It (Use a sincere tone of voice.)

Habit 3: Tell Why You are Sorry (Example, “I’m sorry I didn’t wait for you.”)

Habit 4: Give it a Name (Example, “That was mean of me to say that.”)

Habit 5: Make Things Right! (Example, “What can I do to make it better?”)

Kimochis®

Second Grade Lesson Sequence

WEEK 19

Brave Feeling: Forgiving Others

The Kimochis® Way: Being brave is also about learning how to forgive when someone hurts your feelings. Kimochis® Kids know how to forgive, be resilient and be generous of heart.

Kimochis® Vocabulary: Brave, Forgive

Kimochis® Objectives: Students will be able to:

1. Understand the importance of forgiving
2. Forgive when others make mistakes that are hurtful

QUICK REVIEW of Brave Feeling: Pass the Sorry Feeling around the circle and ask students to say “Sorry” in an insincere voice. Do again with a sincere voice. Ask, “Which voice makes you feel the person really does feel sorry?” Students can pull Feelings that make it challenging to give a sincere apology (Scared, Embarrassed, Guilty, Sad, Shy).

BRAVE – Resilient Activity 2: I Forgive You (page 155)

Materials: Bug with Brave Feeling tucked in pouch

Tips for lesson success:

1. Teach all five Habits (see pages 155-156 and below).
2. You may want to teach several a day.
3. Make a poster of the 5 Habits to Forgive to hang in the classroom as quick reference.
4. This lesson can be a good one to use with a buddy class.

5 Habits to Forgive

Habit 1: Forgive Quickly (Forgiveness can be something you do easily and quickly.)

Habit 2: Two Wrongs Don’t Make a Right (Don’t try to get back at someone.)

Habit 3: Choose Forgiving Thoughts (Think, “I know she didn’t mean to do that” or “I’ve done things like that before.”)

Habit 4: Forgive and Forget (Forgiving doesn’t necessarily mean all your hurt feelings will go immediately away.)

Habit 5: Stand up to Repeat Offenders (If someone keeps hurting you, speak up for yourself or get help.)

Kimochis®

Second Grade Lesson Sequence

WEEK 20

Silly Feeling:

For Silly To Be Fun, It Has to Be Fun For Everyone

The Kimochis® Way: Everybody likes to have fun. But for silly to be fun, it has to be fun for everyone. Kimochis® Kids know that when silliness goes too far, they can use communication tools to repair those moments.

Kimochis® Vocabulary: Silly

Kimochis® Objectives: Students will be able to:

1. Identify silly feelings in self and others
2. Use self-regulation tools to manage silly feelings
3. Demonstrate the use of kind and peaceful strategies to set boundaries when peers are too silly or distracting

QUICK REVIEW of Brave Feeling: Ask if any students would be willing to share a time they were able to forgive someone for something they did. Give them the Brave Feeling to hold while they report their experience.

SILLY – Introduce the Kotowaza (page 174)

1. *For silly to be fun, it has to be fun for everyone.*
2. This age group benefits from learning that there is something called “nervous laughter” that masks anxious feelings. Explain that when we feel uncomfortable or nervous we may laugh or act silly. Model how to catch yourself and say, “*Sorry I laughed. That actually wasn’t funny.*”

SILLY – Self-Awareness and Self-Regulation (page 175)

Materials: Huggetopus with Silly Feeling tucked in pouch

Tips for lesson success:

1. Vary this activity by saying: “*Everyone make a silly face.*”
 - Continue with silly sounds, silly hands, silly body, silly feet and silly hair.

SILLY – Resilient Activity 1: To Be Fun It Has to Be Fun For Everyone (page 179)

Materials: Huggetopus, Frustrated, Silly, Excited, Scared, Left Out, Sad Feelings

Tips for lesson success:

1. Some children, especially boys, tend to play with a “rough and tumble” style.
2. This activity will teach children to stay connected when what they are playing is not fun for everyone.
3. Many young children just quit when they don’t like the play anymore. Teaching students to be clear that they still want to play, but they want to change what they are playing keeps interactions positive.
4. Be sure to practice the communication scripts listed in the book:
 - “I want to play, but let’s not be so wild.
 - “I want to keep playing, but can we play something else please?”
 - “This is getting too crazy, Let’s do something else.”
 - “I had fun, but I’m done for now.”

Kimochis®

Second Grade Lesson Sequence

WEEK 21

Silly Feeling:

Know When To Be Silly and When To Be Serious

The Kimochis® Way: Everybody likes to have fun and be silly. But, there are times that everyone needs to stop being silly and be serious.

Kimochis® Vocabulary: Silly, Serious

Kimochis® Objectives: Students will be able to:

1. Know when to be silly and when to be serious
2. Recognize when they are out of control and bring themselves back
3. Use a nonverbal communication tool to indicate “Not now”

QUICK REVIEW of Silly Feeling: Pass the Silly Feeling. Ask students to share what new awareness they have about how to give signals when fun isn’t fun anymore.

Know When to Be Silly and When to Be Serious (New!)

1. Although this may seem basic, it can help to make clear boundaries about the silly versus serious times.
2. Brainstorm times to be silly and times to be serious with your students.
3. Make a poster to show times for each.
4. Teachers have found this to be very helpful throughout the day. They can just point to the chart or ask students, “*Is this a time to be silly?*”

SILLY – Responsible Activity 3: *Bring Yourself Back* (page 177)

Materials: All Kimochis® characters

Tips for lesson success:

1. Use the emotional vocabulary, self-control, frequently throughout the day to prompt and guide your students to bring themselves back.

SILLY – Activity 3: *Too Distracting* (page 94)

Materials: Huggtopus with Silly Feeling tucked in pouch

Tips for lesson success:

1. Some teachers have called this the “Not Now Hand” which is a nice reminder to all.
2. Be sure that students don’t get too close to peer’s faces with their hand.
3. Model an appropriate distance. Remember that no eye contact is the key to this strategy.
4. There is no talking with this strategy. But, remind students that the hand says, “*I like you, but I don’t like it when you get too close.*”

Kimochis®

Second Grade Lesson Sequence

WEEK 22

Proud Feeling: I Am Happy For You and Happy For Me

The Kimochis® Way: When students have the ability to share pride without bragging, they are encouraged to do their best rather than have to be the best. Kimochis® Kids know how to feel proud of their accomplishments and celebrate successes for themselves and others.

Kimochis® Vocabulary: Proud, success, bragging

Kimochis® Objectives: Students will be able to:

1. Identify proud feelings in self and others
2. Use self-regulation tools to manage expressions of pride without bragging
3. Demonstrate a positive response when peers brag

QUICK REVIEW of Silly Feeling: Reflect on the words, self-control. Ask students if they needed to use self-control over the past week. Ask, “How did it feel to know what to do and say when self-control was needed?”

PROUD – Introduce the Kotowaza (page 218)

1. *I am happy for you and happy for me.*

PROUD – Self-Awareness and Self-Regulation (page 219)

Materials: Lovey Dove with Proud Feeling tucked in pouch

Tips for lesson success:

1. Help your students hear and see how bragging can hurt feelings.

PROUD – Respectful Activity 1: Be Careful Not to Brag (page 220)

Materials: None

Tips for lesson success:

1. Children with social-emotional challenges will struggle to understand the perspectives of others. Use the Lesson Enhancement #4 WHEN-THEN to visually show how bragging words affect the feelings of others.

PROUD – Compassionate and Kind Activity 2: Proud Talk (page 223)

1. This is a powerful activity that focuses on how students can express, listen and manage pride.
2. Writing prompt: Is it more important to do your best or be the best?

**REPLACE THIS PAGE
WITH BLANK COVER STOCK**

Kimochis®

Third Grade Lesson Sequence

How to Use the Third Grade Lesson Sequence

Getting Started

1. The purpose of Week 1 activities is to set the tone for a positive school climate in the first week of school. If you start later in the year, you may not need to do the Names activities. However, many teachers are surprised to discover halfway through the school year that their students do not actually know their classmates by name!
2. Some teachers have 30-45 minute Kimochis® lesson once a week. Others have scheduled two 15-20 minute lessons twice a week. Do whatever works best for you, your schedule and your students.
3. Keep the lessons at a consistent and regular time so students know when to expect a Kimochis® lesson (otherwise they may ask you over and over again when they will have another Kimochis lesson!).
4. We suggest teaching lessons on mid-week days (Tuesday, Wednesday, or Thursday). Avoid Monday as these are frequently holidays throughout the school year and the Kimochis® lessons will be missed.
5. A strategic time to implement the Kimochis® lessons is right before recess. This will provide your students immediate practice and review of the Kimochis® skills as they go out to the playground.
6. Consider establishing a routine of a Kimochis® Circle after recess, especially in the beginning of the year, to troubleshoot challenges with peer relationships. The Circle may be used throughout the year as needed and the students will even start to ask for a Circle to work out a challenge.

Implementing Lessons

1. Activities that have a page number indicate that the lesson is located in the curriculum manual, *Kimochis® Feel Guide: Teacher's Edition (2010)*. The steps to complete these activities are not repeated here. Please refer to your curriculum manual for the details. There may be several notes under the heading, *Tips for Lesson Success*. These are just ideas and suggestions from educators to make that specific lesson as successful as possible.
2. When there is a notation that says (New!) that indicates that the activity is not in the *Feel Guide*. The steps to complete this activity are provided in this lesson sequence.
3. We suggest that you use name sticks (all students' names written on popsicle sticks or cards) for turn-taking. Students view this as "fair" and it will help to increase participation for all students. Allow students to pass if a name stick is pulled and the student doesn't want a turn.
4. You are encouraged to follow this lesson sequence. We have found these lessons to be effective, but remember this is not a cookie-cutter program. We encourage you to explore the other lessons included in the *Feel Guide*. As you get comfortable with the lesson pattern, consider adding to your program!
5. At some point during the year, you may see behavioral issues that interfere with learning and positive social interactions. The Behaviors at a Glance section on pages 280-285 is an index of activities that can help address specific behaviors.
6. You can also use a Kimochis® Circle to address specific behavioral issues (see Setting up a Kimochis® Circle below for more information).

Kimochis®

Third Grade Lesson Sequence

Setting up the Kimochis® Lessons

1. Sitting on the floor in a circle is ideal, but not required. This will make passing the characters and feelings around the circle easier and will encourage all students to participate.
2. However, your students may be more comfortable sitting at their desks which is fine.
3. Please reference your Week Lesson in order to organize the Kimochis® characters and feelings before starting the lesson. Sometimes it's hard to find the right feeling at the right time!
4. Please encourage all students and adults in the classroom to join the lesson by sitting in the circle.

Promoting Collaboration

1. If you are a classroom teacher, consider collaborating with the school speech-language pathologist, counselor or social worker. You will each bring a unique level of knowledge to the lessons.
2. Consider how to co-teach the Kimochis® lessons and foster carryover to a variety of social situations throughout the school day.

How to Create a Kimochis® Classroom

Making a Kimochis® Corner (page 47)

1. Many teachers have made a place for the Kimochis® characters and feelings to “live” in the classroom. A Kimochis® Corner does not need to be elaborate or fancy. One teacher and class decided the characters would live on a countertop. Another classroom placed them in a corner of the room with a soft rug and pillows. See page 48 for more ideas.
2. The Kimochis® Corner can be used in different ways. It can be used as a safe place for students to go when feeling upset. The Kimochis® Corner is never used as a “time-out.” It is a place to take a “time-away” to promote relaxation, self-regulation and reflection.
3. Creating a Kimochis® Corner is a fun activity to do collaboratively with your students. One teacher and her students decided to have Kimochis® Corner Monitors as a weekly rotated job for her students. The job was to tidy up the Kimochis® Corner and bring the Kimochis® characters and feelings to a lesson when needed.

Using Kimochis® Journals (pages 50-51)

1. We recommend that students use a Kimochis® Journal. Suggestions on activities are outlined on pages 50-51.
2. There are also writing prompts for journals provided at the end of each Feeling Lesson under the *Commitment to Character*. For example, a suggested prompt on a page 146 for the Mad Feeling is “What one action will help you recognize mad feelings?”
3. You can also ask students to write their response on a small piece of paper that you collect. You can then read aloud them later as an effective way for students to hear what their classmates have experienced.
4. Ask students to write in their journals once a week after recess. This will give you a “way” to assess how each student is doing socially and emotionally on the playground.
5. Some educators ask students to write in their Kimochis® Journal after a Kimochis® lesson. They may give them a specific prompt or ask students to just write what they are feeling at that moment.

Kimochis®

Third Grade Lesson Sequence

Using a Kimochis® Bowl of Feelings (pages 52–53)

1. Many educators have found that a Bowl of Feelings gets used frequently by the adults and students in the classroom! There are many different ways to use a Bowl of Feelings (pages 52-53). These strategies will help to increase your students' social-emotional vocabulary, understanding and capabilities.
2. Use the Bowl of Feelings activities for Kimochis® Circles.
3. Keep the Bowl of Feelings in a special place in the classroom.
4. Use the Bowl of Feelings to encourage richer writing.
 - Ask students think of a main character for a story to write.
 - Ask students to clap their hands when they know what will happen to this character (conflict).
 - Students can then find a Kimochis® Feeling to describe the emotion the character will experience in the story.
 - Instruct students to start writing their story using descriptive language to express the character's feelings.

Implementing Kimochis® Help Notes (page 50)

Kimochis® Help Notes are an anonymous way for students to communicate social-emotional issues that are challenging for them. See page 50 for ideas on how to set up Kimochis® Help Notes.

Setting up a Kimochis® Circle

1. A Kimochis® Circle is different than teaching the lessons (even though many are taught sitting in a circle!). A Kimochis® Circle is used to share positive emotional stories and resolve conflicts away from the emotion. For example, have students share stories of times they were brave, happy, loved, or proud. Or, if there is a particular issue your class is struggling with, use a Kimochis® Circle to model through role-playing how to use the Kimochis® Keys to help. Have the students imitate your positive model.
2. Here are a few norms to follow:
 - One person speaks at a time (Students hold a Kimochis® Feeling or character when it is their turn to speak).
 - Students can “pass” if they do not want to speak.
 - Coach students to say “someone,” instead of using a name.
 - Talk about what happened. “*You can be mad, but you cannot be mean.*” (No put downs!)
3. You are the facilitator.
 - Each time review the circle norms listed above.
 - Name the topic (bullying, excluding, fair play at recess, etc.) or ask for student input. Decide how much time to spend on a topic and get a sense of when problem-solving has occurred.
 - Address problems when they arise, even for 10-15 minutes. This may lead to a quick resolution. By tackling social-emotional problems in-the-moment, academic learning time can be increased.
4. Once a week, the principal, assistant principal, secretary, custodian, yard duty staff or librarian might help to lead a Kimochis Circle. Select a feeling for students to share stories. For example, “*Someone tell me a story about kindness. Someone tell me a story about how you made yourself or someone feel better when feeling sad.*”

Kimochis®

Third Grade Lesson Sequence

Kimochis® Educator's Portal

1. The Kimochis® Educator's Portal is an online forum where educators from all over the world can connect and share ideas, ask questions and get advice and the latest news from the Kimochis® team. Useful downloadable items are also available such as Home Links (activities you can send home to reinforce each lesson), coloring sheets, IEP goals, standards alignments and artwork for your school.
2. You can join the Kimochis® Educator's Portal by going to www.kimochis.com.
3. You will see a map of the world. Choose your location. Click on the red Teachers button on the left side of your screen. This will take you to the Educator's Portal where you can set up a username and password. Just follow the directions and you can easily become a Portal user.

Fostering Home-School Connections

1. Be sure to check the Kimochis® Educator's Portal for Home Links that will provide you with activities you can send home to reinforce each lesson.
2. At Back-to-School Night, it might be helpful to provide families with information about how a second grader develops social-emotional skills (see the next page).
3. Reassure parents that most students will both hurt others and have their feelings hurt over the school year. Remind them that students grow and learn from both of these emotional experiences.
4. Tell parents about the Kimochis® program and how you will be providing your students the communication tools needed to navigate the highs and lows of third grade. It can be helpful for parents to hear that it is common for students at this age to have social challenges, such as difficulties with relationships and being different.

Social-Emotional Development in Third Graders

How Students Grow

Below are some general developmental milestones that can help you to understand the social and emotional progress a third grader will make over the school year. Keep in mind that every student is different and may not fit perfectly into this framework.

Where they are:

The average third grader is explosive, excitable, dramatic, and inquisitive.

They may:

- Possess a “know-it-all” attitude
- Are able to assume some responsibility for her actions
- Actively seeks praise
- May undertake more than she can handle successfully
- Are self-critical
- Recognize the needs of others

Where they are going:

Third graders are continuing to learn about themselves and others.

Encourage third graders to:

- Explore the relationship of feelings, goals, and behaviors
- Learn about choices and consequences
- Begin setting goals
- Become more responsible
- Learn how to work with others

Kimochis®

Third Grade Lesson Sequence

WEEK I

Meet Bug and Learn About Names

Note: This lesson is designed to be implemented in the first week of school to set a positive school climate. This lesson may be too much to complete in one session. You might consider doing the Introduction to the Kimochis lesson on a separate day. The name games are fun to play right before or after a transition.

The Kimochis® Way: A friendly school where everyone uses names is a welcoming place to learn. Hearing your name gives you a feeling of belonging and self-worth. Kimochis® Teachers and Kids set the tone of the year by welcoming everyone at school, not just their friends.

Kimochis® Vocabulary: Bug, Welcome, Happy, Shy, Brave

Kimochis® Lesson Objectives: Students will be able to:

1. Explain why the Kimochis® will be in their class this year
2. Identify Bug and recall his characteristics
3. Recognize the Happy, Shy and Brave Feelings
4. Use the names of some classmates

Wear Nametags

1. All students wear nametags the first few weeks of school (consider clip-on tags for safety and reuse). Learning names builds connections and promotes friendly feelings.
2. Put a nametag on yourself and Bug!
3. Encourage parents and other volunteers to wear nametags also as even grown-ups want to be known by name and feel welcome.

Introduction to Kimochis® Feelings (New!)

Materials: Mad, Sad, Scared, Shy, Happy, Brave, Kind, Excited, Silly, Frustrated, Curious Feelings in the bag

1. Seat students in circle and hold the bag of feelings. Say, “I have Kimochis in this bag. Kimochi is a Japanese word. Kimochi is the Japanese word for feeling. Say Kimochi (Key-MO-chi). You just spoke Japanese!” Ask if students know any other Japanese words. Students will naturally want to share other words from different languages—this is encouraged.
2. Place the Feelings from the bag on the floor in the middle of the circle, word side up.
3. Students take turns naming a feeling they see. Then ask everyone to make a facial expression, body language and sound to express this feeling. Share what might make them have this feeling.
4. Place all Feelings back in the center. Ask a student to find a positive Feeling (Happy, Brave, Excited, Curious, Silly) that they might feel about the upcoming school year (“I am excited about our new play structure.”)
5. Explain that all students will have lots of positive or happy feelings with one another. But sometimes, they will also they feel upset with each other.

(Continued on next page)

Kimochis®

Third Grade Lesson Sequence

6. Ask if a student would be willing to find a negative feeling they can predict might occur when working and playing with classmates. Have students share this feeling and their prediction. *“I can predict we will get frustrated if someone does not play games fairly at recess.”*
7. Tell students that this year we will be having Kimochis® Lessons and Circles to teach communication skills that help us get along with each other in kind ways. Remind students that all feelings are okay, but it is never okay to be unkind when you feel (hold up a few upset feelings such as sad, mad, frustrated, disappointed, and jealous).

Introduce Kimochis® Bug and His Feelings (pages 16-17)

Materials: Bug, Shy, Left Out, Brave Feelings tucked in Bug’s pouch

1. Introduce Bug. Ask a student volunteer (or several students) to read his story on page 17.
2. Pull a name stick. That student secretly takes a feeling out of Bug’s pouch. Ask the student to make a facial expression and use body language that matches the Feeling.
3. Classmates try to guess the feeling. Ask students to show what their faces and bodies look like when they have that feeling. Then ask them to make a sound that goes with the feeling.
4. Toss the Feeling to students to share what can create this feeling for them. *“I feel shy when...”*
5. Ask students to take turns sharing their best ideas for making each feeling better or smaller. Ask *“What is something you can say or do when you feel shy?”* Give suggestions to get them started. For example, *“When I feel shy, I can remember to ask if I can join in the conversation.”*
6. Continue the same pattern for all Feelings (Shy, Left Out, Brave).
7. Reassure students that all feelings are okay. Tell students that together we will learn ways to communicate and make things better for ourselves and others when we have left out and/or shy feelings.
8. After the lesson, ask for volunteers to put the Kimochis® characters and Feelings back in the bag. At other appropriate times of the day, let your students interact with them. It is interesting to watch who chooses to interact with them and what they say and do.

Play Name Games

Play one or more games depending on time.

1. Name Bingo
 - Each student gets a blank Bingo card (make copies).
 - Students walk around room and have students fill in blanks with their names. When all students have their cards completed with names, play like Bingo.
 - Keep playing until everyone has their whole card filled.
2. Kimochis® Feeling Name Game
 - Show the Kind and Friendly feelings. Explain that we will learn about feelings this year. Pass Friendly feeling around the room and explain that it is friendly to make eye contact, say Hi and the classmate’s name. Pass Friendly around the room to give each student practice.
3. Invite the principal (school staff, parents, volunteers) to join your class for name games.

Kimochis®

Third Grade Lesson Sequence

WEEK 2

Meet Lovey Dove and Learn How to Give Friendly Signals

The Kimochis® Way: When all students understand and use friendly habits, shy students gain tools to participate academically and socially. Kimochis® Kids are friendly and kind to everyone at school, not just their friends.

Kimochis® Vocabulary: Lovey, Proud, Kind Feelings, Friendly Signals

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Lovey and recall some of her characteristics
2. Recognize the feelings of proud and kind
3. Identify, imitate and use several different Friendly Signals with peers and adults

Name Tag Reminder: You may want to put a name tag on Lovey Dove! Don't forget Turtle Dove!

Introduce Lovey Dove and her Feelings (pages 22-23)

Materials: Lovey Dove with Proud and Kind Feelings tucked in pouch

1. Introduce Lovey Dove. Ask a student volunteer (or several students) to read her story on page 23.
2. Show Lovey's adopted baby, Turtle Dove. Show how she keeps her baby safe under her wing.
3. Pull a name stick. That student secretly takes a feeling out of Lovey's pouch. Ask the student to make a facial expression and use body language that matches the feeling.
4. Classmates try to guess the feeling. Ask students to show what their faces and bodies look like when they have that feeling. Then ask them to make a sound that goes with the feeling.
5. Toss the Feeling to students to share what can create this feeling for them. *"I feel proud when..."*
6. Ask students to take turns sharing their best ideas for making each feeling better. Ask *"What is something you can say or do when you feel proud?"* Give suggestions to get them started. For example, *"When I feel proud, I can remember to not use a bragging voice."*
7. Continue the same pattern for all Feelings.
8. Reassure students that all feelings are okay. Tell students that together we will learn ways to be kind and show our proud feelings in ways that are helpful.
9. After the lesson, ask for volunteers to put the Kimochis® characters and Feelings back in the bag. At other appropriate times of the day, let your students interact with them. It is interesting to watch who chooses to interact with them and what they say and do.

Note About Friendly Signals: Help students understand that using Friendly Signals is both cultural and personal. For example, a person may be shy and does not send Friendly signals easily. However, this does not mean they are unkind or unfriendly. Once students understand this concept, they are less likely to make "snap judgments" about peers and adults based only on nonverbal signals.

(Continued on next page)

Kimochis®

Third Grade Lesson Sequence

Friendly Lesson – Kotowaza (a Kimochis® proverb) (New!)

1. *Friendly faces create friendly places.*
2. Talk about the Kotowaza and what it means to you (Give an example from your life).
3. Ask students how their life would be different if people were always friendly to them.
4. Ask students what they can do create a school that feels like a “friendly place.”
5. Make a Kotowaza poster. Students in the classroom sign their names to make a commitment to being friendly. They can also draw pictures that show “friendliness.”
6. Buddy with other grade levels to play a “Friendly Signals” game.

Teach Friendly Signals (New!)

Materials: None

1. Model the following Friendly Signals one at a time. Encourage the class to repeat them.
 - Smile, Wave, Head nod, Hello, High Five
2. Invite students to demonstrate other Friendly Signals. Make this fun by being creative. Students can make up new Friendly Signals.
3. Tap two students in the circle and instruct them to change seats. They each use one of the Friendly Signals listed above. For example, “*Pass one another and give a head nod.*”
4. On the last round, students pass each other; say each others’ names, a greeting and a Friendly Signal.

Friendly Feelings are Contagious (New!)

Materials: Friendly Feeling, whiteboard, markers

1. Discuss with students how being friendly is a habit that can have a positive ripple effect in the world. Talk about a ripple effect or something catching on that is positive (contagious).
2. Say, “We are going to play *no talking game.*”
3. Look at the student seated to your left and give them one of the friendly signals. This student passes it to the student on their left until the ripple has made it around the circle.
4. Discuss how a smile or Friendly Signal makes you feel like you want to be friendly back.
5. Play the *hot potato* game with the Friendly Feeling. Toss the Friendly Feeling to a student, saying his/her name paired with a friendly gesture. The point of the game is to keep the “hot potato” (Friendly Feeling) moving as fast as possible. Keep going until the students are ready to stop or get too silly
6. Write these three starter sentences on your whiteboard. Model how to complete the sentence with your own ideas. Ask students to complete the sentence with their thoughts and feelings as a way to guide them to become a friendly person. Toss the Friendly Feeling to signal whose turn it is to speak.
 - *I am friendly to others because I...*
 - *I can be friendly to others even when....*
 - *When people are friendly to me, it makes me feel...*
 - *Sometimes I am reluctant to be friendly because...*

Optional Extension Activities

Artistic Expression:

- Students can make posters of the Friendly Kotowaza.

Kimochis®

Third Grade Lesson Sequence

WEEK 3

Meet Huggtopus and Learn to Be Partnered

The Kimochis® Way: Anyone can be kind and respectful to a partner they like. Kimochis® Kids can be counted on to be kind and respectful to any partner.

Kimochis® Vocabulary: Huggtopus, Silly, Frustrated, Kind, Respectful, Partners

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Huggtopus, tell about her story and recognize Silly and Frustrated Feelings
2. Know how to name differences in self
3. Demonstrate how to greet and accept a partner in a kind and respectful way
4. Demonstrate how to initiate work with a partner

Introduce Huggtopus and her Feelings (pages 19-20)

Materials: Huggtopus with Silly and Frustrated Feelings tucked in pouch

1. Introduce Huggtopus. Ask a student volunteer (or several students) to read her story on page 20.
2. Pull a name stick. That student secretly takes a feeling out of Huggtopus' pouch. Ask the student to make a facial expression and use body language that matches the feeling.
3. Classmates try to guess the feeling. Ask students to show what their faces and bodies look like when they have that feeling. Then ask them to make a sound that goes with the feeling.
4. Toss the Feeling to students to share what can create this feeling for them. *"I feel frustrated when..."*
5. Ask students to take turns sharing their best ideas for making each feeling better or smaller. Ask *"What is something you can say or do when you feel frustrated?"* Give suggestions to get them started. For example, *"When I feel frustrated, I tell myself, 'I can do it'."*
6. Continue the same pattern for both Feelings.
7. Then point out that Huggtopus only has 6 legs. Say, *"She's different from other octopuses. Do the other octopuses still like her? Is it okay to be different? Huggtopus teaches us to NAME IT or say how we are."*
8. Say, *"Watch Huggtopus."* Make Huggtopus say, *"I have 6 legs."* Say back, *"That's ok."*
9. Now name something about yourself that could make you self-conscious, *"I can't swim."* Talk to the students about being okay with who we are. If we tell others about ourselves and what might be different about us, it helps others understand and be kind.
10. Toss Huggtopus to students who want to "name" something about themselves. Often students with disabilities will feel comfortable holding Huggs to say, *"I can't see very well"* or whatever their disability might be.
11. Reassure students that all feelings are okay. Tell students that together we will learn when to be silly and when to be serious. Huggs will also teach us how to make our frustrated feelings smaller Reassure students that all feelings are okay.
12. After the lesson, ask for volunteers to put the Kimochis® characters and Feelings back in the bag. At other appropriate times of the day, let your students interact with them. It is interesting to watch who chooses to interact with them and what they say and do.

(Continued on next page)

Kimochis®

Third Grade Lesson Sequence

Being Partnered:

Note: Being partnered can be complicated and emotional. This activity will give students ways to cope with feelings of fear, excitement, disappointment, sadness, jealousy, and anger related to partnering. These activities will help to create kindness and respect in your classroom.

LEFT OUT – Respectful Activity 1: We’re Partners! (page 162)

Materials: Popsicle sticks with students’ names, all the Kimochis® feelings

1. Practice these skills frequently and you will find a significant difference in your students’ comfort and respectfulness when placed with a partner.
2. Third graders can feel self-conscious when partnered with a student of the opposite gender. In the first round of this activity, place students of the same gender together. Before the second round ask students to make sounds that would make boy and girl partner uncomfortable. Explain to the students that these sounds are “off-limits” because everyone wants to feel safe and secure in our classroom.
3. Brainstorm facial expressions, hurtful words and other hurtful actions that are off limits.
4. End lesson by placing students in boy/girl partners.

Kimochis®

Third Grade Lesson Sequence

WEEK 4

Meet Cloud and Learn How to Find a Partner

The Kimochis® Way: Anyone can be kind and respectful to a partner they like. Kimochis® Kids can be counted on to be kind and respectful to any partner.

Kimochis® Vocabulary: Cloud, Silly, Mad, Sad, Happy Feelings

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Cloud, tell about his story and recognize Mad and Sad Feelings
2. Demonstrate how to find a partner in a kind and respectful way
3. Demonstrate how to make sure no one gets left out

Introduce Cloud and his Feelings (page 14-15)

Materials: Cloud with Mad and Sad Feelings tucked in pouch

1. Introduce Cloud. Ask a student volunteer (or several students) to read his story on page 15.
2. Pull a name stick. That student secretly takes a feeling out of Cloud's pouch. Ask that student to make a facial expression and use body language that matches the feeling.
3. Classmates try to guess the feeling. Ask students to show what their faces and bodies look like when they have that feeling. Then ask them to make a sound that goes with the feeling.
4. Toss the Feeling to students to share what can create this feeling for them. *"I feel mad when..."*
5. Ask students to take turns sharing their best ideas for making each feeling better or smaller. Ask *"What is something you can say or do when you feel mad?"* Give suggestions to get them started. For example, *"When I feel mad, I count to ten."*
6. Continue the same pattern for both Feelings.
7. Reassure students that all feelings are okay. Tell students that together we will we will learn ways to communicate and make things better for ourselves and others when we have mad or sad feelings.
8. After the lesson, ask for volunteers to put the Kimochis® characters and Feelings back in the bag. At other appropriate times of the day, let your students interact with them. It is interesting to watch who chooses to interact with them and what they say and do.

Finding a Partner:

LEFT OUT – Respectful Activity 2: Finding a Partner (page 163)

Materials: Markers, poster board with Kimochis® Kind Partner Rules: Finding a Partner

1. Make another poster with the Kimochis® Kind Partner Rules: Finding a Partner.
2. Review the Kimochis® Kind Partner Rules from last week's lesson. You can talk about the similarities and differences.
3. Keep both posters posted in the classroom so you can refer to it frequently and students can be set up for success.

Kimochis®

Third Grade Lesson Sequence

WEEK 5

Meet Cat and Sort By Kimochis® Characters

The Kimochis® Way: Students continue to understand the Kimochis® characters and feelings. Kimochis® Kids practice patience, kindness and tolerance toward others.

Kimochis® Vocabulary: Cat–Curious, Cranky; Cloud–Happy, Mad, Sad; Bug–Left Out, Brave; Huggtopus–Silly, Frustrated; Lovey Dove–Proud, Hopeful

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Cat, tell about her story and recognize Curious and Cranky Feelings
2. Compare their own personality and temperament to the Kimochis® characters
3. Understand classmate’s personality and temperaments in relation to the Kimochis® characters

Introduce Cat and Her Feelings (page 20-21)

Materials: Cat with Curious and Cranky Feelings tucked in pouch

1. Introduce Cat. Ask a student volunteer (or several students) to read his story on page 21.
2. Pull a name stick. That student secretly takes a feeling out of Cat’s pouch. Ask that student to make a facial expression and use body language that matches the feeling.
3. Classmates try to guess the feeling. Ask students to show what their faces and bodies look like when they have that feeling. Then ask them to make a sound that goes with the feeling.
4. Toss the Feeling to students to share what can create this feeling for them. *“I feel cranky when...”*
5. Ask students to take turns sharing their best ideas for making each feeling better or smaller. Ask *“What is something you can say or do when you feel cranky?”* Give suggestions to get them started. For example, *“When I feel cranky, I go outside to get some fresh air.”*
6. Continue the same pattern for both Feelings.
7. Reassure students that all feelings are okay. Tell students that together we will we will learn ways to communicate and make things better for ourselves and others when we have curious or cranky feelings.
8. After the lesson, ask for volunteers to put the Kimochis® characters and Feelings back in the bag. At other appropriate times of the day, let your students interact with them. It is interesting to watch who chooses to interact with them and what they say and do.

Students Sort by Kimochis® Characters (New!)

Materials: All Kimochis® characters

1. Review the personality of each character.
2. Place the Kimochis® characters in different areas of your classroom.
3. Ask your students to *“Go to the Kimochis® character who is...”*

<i>...the most like a friend (or relative) of yours</i>	<i>...the one you would like to be more like</i>
<i>...the hardest one for you to get along with</i>	<i>...the easiest one for you to get along with</i>

(Continued on next page)

Kimochis®

Third Grade Lesson Sequence

4. You can use one or all of the prompts above.
5. When all students have sorted in various ways, then ask them to go to the Kimochis® character they think they are the most like.
6. Write the following prompts on the board:
 - I am easy to be around because...
 - I can be tricky to be around because....
7. Ask each group to select one person to share to the larger group.
8. Students who wish to share on a personal level hold the character. They share what can be challenging about them to be around. They can share with friends what they would like them to say and do when they are not reacting in a positive way. These are called “agreements.”
9. Go first and share at a personal level. This can be a vulnerable, yet powerful experience for students.
10. Wrap-up by reassuring students that the point of this exercise is to grow in understanding ourselves and each another. This allows us to practice patience and kindness when we are not at our best
11. This sorting activity can be effective and fun to play throughout the school year. You can ask your students to sort themselves in different ways.
12. Your students will be able to come up with additional and creative ways to sort themselves.

Kimochis®

Third Grade Lesson Sequence

WEEK 6

Key I: Call Name, Wait for Eye Contact, Give a Communication Tap Before You Speak

The Kimochis® Way: When students learn how to get attention, they create a social-emotional connection that leads to successful outcomes. Kimochis® Kids can initiate conversation and positive play.

Kimochis® Vocabulary: Communication Tap, Eye Contact

Kimochis® Lesson Objectives: Students will be able to:

1. Understand why getting a person's attention in an appropriate way is important
2. Demonstrate how to call a name, wait for eye contact and use a Communication Tap

Key I – Activity 3: Call Name and Wait for Eye Contact (page 28)

Materials: None

Tips for lesson success:

1. Some students may find it difficult to make direct eye contact. Don't ever force it. It can help to use a gesture to guide their eyes to your eyes (point with first two fingers to your eyes and then their eyes).
2. There can be cultural differences in the use of eye contact. Never ask students to use eye contact if it is uncomfortable. You can talk about how we use eye contact at school and at home.
3. Place Feelings, word side up, in the center of the circle. Invite anyone who is willing to find a Feeling that he/she might have when it is hard to make eye contact. This is a not talking activity because it makes it safer for older students to explore and share.

Key I – Activity 4: Communication Tap (page 29)

Materials: Huggtopus

Tips for lesson success:

1. Huggtopus is a great character to teach this Key because you can use one of her "arms" to do the Communication Tap during role plays.
2. Teach students to do three gentle taps on the person's shoulder only.
3. If you can predict that a student might not like a Communication Tap because of sensory sensitivities, say, "Some kids might not like to be touched when someone wants their attention. Raise your hand if you would like your friends to get your attention another way." Show other ways to get another's attention, such as standing in front of them or calling their name again.

Key I- Activity 5: Practicing Predictable Situations (pages 29-30)

Materials: None

Tips for lesson success:

1. Prompt students to use Key I skills in social situations as they occur throughout the school day

Kimochis®

Third Grade Lesson Sequence

WEEK 7

Key 2: Use a Talking Voice Instead of a Fighting Voice

The Kimochis® Way: Students who can regulate their tone of voice when experiencing upset emotions are more likely to resolve social-emotional problems and maintain healthy relationships. Kimochis® Kids can use a talking voice in the heat of an emotional moment.

Kimochis® Vocabulary: Talking Voice, Fighting Voice

Kimochis® Lesson Objectives: Students will be able to:

1. Identify the difference between a Talking Voice and a Fighting Voice.
2. Demonstrate how and when to use a Talking Voice in social interactions.

QUICK REVIEW of Key 1: Students sit at their desks. Give a student a Communication Tap and say, “That’s my seat.” That student makes eye contact and says, “Sorry” and gives a Communication Tap to another classmate. Keep going until all have had a turn.

Key 2 – Activity 1: Talking Voice vs. Fighting Voice (page 30)

Materials: Cat, Mad, Disappointed, Jealous, Sad, Frustrated, Scared Feelings

Tips for lesson success:

1. Cat is an excellent character to teach Key 2 because she forgets and uses her Fighting Voice.
2. Demonstrate using the characters. For example, make Cat say, “Move” to Cloud with a Talking or Fighting Voice. Students stand when the character makes a Fighting Voice.
3. Tell the students that we will be practicing using our Talking Voices when we are playing and working with our friends.
4. Put the Feelings in the center of the circle, face up and ask students to find a Feeling that presents a challenge to use a Talking Voice.
5. Consider using the Enhancement #2 (Face and Tone of Voice) described on page 61. This will give students a visual to clarify the concept and a prompt that you can refer to throughout the day.
6. Students can role-play using a Talking Voice in predictable situations such as cutting in line, sitting in another’s seat, asking for something, etc.).
7. You can also teach students to use a Serious Voice when they need “to turn up the seriousness, but not the meanness.” A Serious Voice is slowed down and stretched out, but is not fighting.
8. Role play situations where a student might use a Talking Voice to ask a peer to change his/her behavior and it doesn’t work. Repeat the same message using a Serious Voice. Use Kimochis® characters and then students can role play on their own.

Play Pass the Kimochis® (New!)

Materials: Cat, Cloud, Huggtopus, Bug, Lovey Dove

1. Sit students in a circle. Tell them that there will be 5 rounds of Pass the Kimochis®.
2. Students pass Cat around the circle. When the music stops, the student who is holding Cat stands.
3. Students can choose to say a phrase in either a Fighting or Talking Voice using Cat as a puppet.
4. Classmates give a thumbs-up for a Talking Voice and thumbs down for a Fighting Voice.
5. Choose another Kimochis® character to pass around the circle and start again.

Kimochis®

Third Grade Lesson Sequence

WEEK 8

Key 3: Use a Talking Face and Body Instead of a Fighting Face and Body (Facial Expressions and Body Language)

The Kimochis® Way: Students who can “read” and use appropriate facial expressions and body language are more likely to resolve social-emotional problems and maintain healthy relationships. Kimochis® Kids can use a talking face and body in the heat of an emotional moment.

Kimochis® Vocabulary: Talking Face and Body, Fighting Face and Body

Kimochis® Lesson Objectives: Students will be able to:

1. Identify the difference between a Talking Face and Body, a Fighting Face and Body
2. Demonstrate how and when to use a Talking Face and Body in social interactions
3. Demonstrate an understanding of how to observe body language and see what you see and check it out

QUICK REVIEW of Key 2: Ask students if anyone used their Serious Voice to “turn up the seriousness, but not the meanness.” Remind students to be sure not to use name when recounting emotional situations.

Key 3 – Activity 1: *Building a Common Language* (page 32)

Key 3 – Activity 2: *Reading Body Language* (page 32)

Materials: Cloud

Tips for lesson success:

1. Cloud is an excellent character to teach Talking Face and Fighting Face because his faces are so visual.
2. Talk about how we “read” a person’s facial expression and body language, just like a book.

FRUSTRATED – Responsible Activity 2: *Kimochis® Charades* (page 187-188)

Materials: Huggtopus with Frustrated, Mad, Scared Feelings tucked in pouch

Write these phrases on the board: 1) Say what you see: “You look frustrated.” 2) Check it out: “Are you frustrated?”

Tips for lesson success:

1. Writing the phrases on the board really helps students.

WEEK 9

Key 3: Use a Talking Face and Body Instead of a Fighting Face and Body (Talking Hand, Stop Hands)

The Kimochis® Way: Students who use nonviolent communication tools can peacefully resolve social conflicts. Kimochis® Kids can use their talking hand or Stop Hands in the heat of an emotional moment.

Kimochis® Vocabulary: Talking Hand, Stop Hands

Kimochis® Lesson Objectives: Students will be able to:

1. Demonstrate how to use a Talking Hand and Stop Hands
2. Use a talking hand and Stop Hands to peacefully resolve social-emotional conflicts
3. Use skills to demonstrate assertiveness with peers

QUICK REVIEW of Key 3: Use the Bowl of Feelings for students to find Feelings that made it hard to use a Talking Face. Role play a situation from a student using a Talking Voice and then a Fighting Voice. Ask which one would make the situation worse, which would make it better?

Key 3 – Activity 4: Talking Hand to Request Objects (page 34-35)

Materials: Cloud

Tips for lesson success:

1. Be sure that all teachers are using the same common language so students are hearing similar prompts throughout the school and using the same language with each other (some say “Asking Hand.”).

Key 3 – Activity 5: Stop Hands (page 35)

Materials: None

Tips for lesson success:

1. Demonstrate placing your hands close to your body, palms facing out, fingers spread, near your face when modeling the Stop Hands. Students often want to put their hands out in front of them. This is less effective in sending a “serious” message because it might appear threatening.
2. Don’t be afraid to coach and help each student learn to use their hands in a way that really lets others know they are setting a limit! You may need to literally place a student’s hands in the correct position.
3. Practice the Stop Hands numerous times as a group first and then individually.
4. Students who are more socially challenged will need extra guidance to learn and generalize this skill.
5. Remind students that setting a limit means, “I am asking you to stop a behavior,” not “I don’t like you.”

Mad – Responsible Activity 2: Sending an “I Mean It” Message Without Being Mean (page 143)

Materials: Cloud

Tips for lesson success:

1. It is important to teach and practice all three parts of this strategy.
2. Teach students how to use a Serious Face. Also model taking a step back as a way to cool down. This also gives a visual and tactile way to make a “boundary.” Explain how to turn up the seriousness, not the meanness. Tell students that if this is not successful, they need to get adult help. This is not tattling.

Kimochis®

Third Grade Lesson Sequence

WEEK 10

Key 4: Choose Helping Words Instead of Hurtful Words

Kimochis® Concepts: When students use helpful words and avoid hurtful words, a positive school climate is created. Kimochis® Kids use helpful words to peacefully resolve social-emotional conflicts.

Kimochis® Vocabulary: Helping words, hurtful words, Knowing Look

Kimochis® Lesson Objectives: Students will be able to:

1. Identify the difference between helping and hurtful words
2. Demonstrate how to repair a moment of using hurtful words
3. Show how to give and receive a Knowing Look

QUICK REVIEW of Key 3: Ask students to stand and show their Stop Hands. Ask, “*Did anyone use this tool? How did it work for you?*”

Key 3 - Activity 2: Loaded Words (Elementary on pages 36-37)

Materials: Mad, Sad, Frustrated, Cranky, Jealous Feelings

1. Cloud is used in this activity, but you can also use Lovey Dove to teach “helping words.”

CRANKY – Responsible Activity 1: Oops That Came out Wrong (page 205)

Materials: Cat

Tips for lesson success:

1. Remind students that they can try to get out of cranky moods. Brainstorm with students what helps them to move on from a cranky mood (talk a walk; read a book; listen to music; play with the dog).
2. It is important to “Name it” and say your mood, so others don’t take you wrong. (“I feel cranky, that is why I sounded rude.”)

The Knowing Look (New!)

Materials: None

1. Tell students that sometimes we all need to re-do a hurtful way of communicating.
2. Suggest that the class agree to simply give a knowing look when someone speaks in a hurtful way (make friendly eye contact and shake your head slightly to communicate, “Hey, don’t do that”). This gesture will remind classmates to re-do the moment in a shame-free way. No questions asked!
3. Role-play by asking a student to say “Move” in an unkind way. Model The Knowing Look to communicate, “*You are nice, but that did not come out very nicely.*” This is the signal to ask the person to re-do the moment without shaming them. This tool can discourage hurtful behavior and bullying.
4. Ask the student who was loud and hurtful how they felt when you responded with the The Knowing Look. They will most likely feel regretful.
5. Ask students who wish to practice this strategy to put their hands on their desk. Then role-play by talking to one of them in a hurtful way. (Say something unkind that you hear them say to each other.)
6. Wrap-up this activity by asking, “*Where and how might this be a helpful tool to use in real life?*”
7. Remind your students that we all need to practice thinking before we speak. However, we can remember to use our shame-free way to remind our friends to take back what they said and to receive a Knowing Look when given one.

Kimochis®

Third Grade Lesson Sequence

WEEK 11

Key 5: Be Brave and Re-do

The Kimochis® Way: Everyone makes communication mistakes that can cause regret and shame. Kimochis® Kids are brave and re-do hurtful moments strengthening relationships and creating a positive school climate.

Kimochis® Vocabulary: Redo, Do-Overs, Take-Backs

Kimochis® Lesson Objectives: Students will be able to:

1. Identify when a redo is needed
2. Demonstrate the ability to redo a hurtful social and emotional moment

QUICK REVIEW of Key 4: Create time for students to share what seems to work best to stop others when they are hurtful. The “Knowing Look” is just one communication tool. Create role-plays so students can demonstrate other quick, shame-free ways to stop hurtful behavior.

Key 5 – Take Backs and Do-Overs (Elementary on page 38-39)

Materials: Cloud, Hugtopus, Cat, Bug

Tips for lesson success:

1. Use Bug to show how he might “bug” someone. Then he has to do a “do-over” and apologize.
2. The role-plays or shows will be most effective if you use real-life situations that have happened with your students. Don’t use names, just describe the situation and ask for students to be in the role-play.
3. Continue to use the word “Ouch” or shake your head to say “No, don’t do that.” throughout the day when you hear a student using hurtful words. It is an effective way to cue the student to apologize and resolve the conflict.

Key 5 – Activity 2: What Feeling Gets the Best of You? (Elementary, see page 39)

Materials: Mad, Frustrated, Cranky, Sad, Jealous, Left Out, Embarrassed Feelings

Tips for lesson success:

1. Students may need some prompting and assistance with this activity.

Kimochis®

Third Grade Lesson Sequence

WEEK 12

Review the Kimochis® Keys to Communication

The Kimochis® Way: When students become fluent using the Kimochis® Keys to Communication in social and emotional moments, they are more able to communicate with respect, responsibility, resiliency, kindness and compassion. Kimochis® Kids can be counted on to handle challenging social-emotional moments with character.

Kimochis® Vocabulary: Communication Tap, Eye Contact, Talking and Fighting Voice, Talking and Fighting Face and Body, Talking Hand, Stop Hands, Helping Words, Hurtful Words, Redo, Do-Overs, Take-Backs

Kimochis® Lesson Objectives: Students will be able to:

1. Use the appropriate Key when needed in social situations and emotional moments

Tips for review:

1. You and your class have now learned the first five Keys to be an effective communicator!
2. You can do a review of the Keys as a lesson or you can review a Key a day.
3. A quick review of a Key can also be a “brain break” from academics.
4. Review a Key as a transitional activity.

Activities for each Key:

Key 1: Students sit at their desks. Give a student a Communication Tap and say, “That’s my seat.” That student makes eye contact and says, “Sorry” and gives a Communication Tap to another classmate. Keep going until all have had a turn.

Key 2: Do a quick version of “Pass the Kimochis®” as in Week 7.

Key 3: Students stand and show their Talking Hand and Stop Hands. Ask, “*When should we use these new communication tools?*”

Key 4: Remind students how sometimes we forget and use hurtful words. Ask students if they sent or received a Knowing Look from a peer or adult. Ask, “*How did it feel?*” Pass the Brave Feeling to students who have the courage to own making a mistake of hurting another with words.

Key 5: Hold the Brave Feeling and share a story of how you were brave to re-do a moment. Students might want to share a moment when they used Key 5. Pass the Brave Feeling to students who are willing to share.

Kimochis®

Third Grade Lesson Sequence

WEEK 13

Left Out Feeling: Getting Included in Games and Conversation

The Kimochis® Way: When students make room for everyone, an inclusive and friendly school climate is created. Kimochis® Kids can use positive communication tools to get themselves included.

Kimochis® Vocabulary: Left Out, Shy, Scared

Kimochis® Objectives: Students will be able to:

1. Identify left out feelings in self and others
2. Use self-regulation tools to manage left out feelings
3. Demonstrate positive, effective ways to get included in play and conversation

QUICK REVIEW of Kimochis Keys: Put a number of Feelings on the floor in the circle word side up. Ask students to pick a Feeling and tell how they used a Key related to that Feeling. For example, *“I was really mad, but I remembered to use my Talking Voice.”* Acknowledge awareness and conscious effort.

LEFT OUT – Introduce the *Kotowaza* (page 160)

1. *It’s always more fun when we make room for everyone*

LEFT OUT – Self-Awareness and Self-Regulation (page 161)

Materials: Bug with Scared, Shy and Left Out Feelings tucked in pouch

Tips for lesson success:

1. Do the first activity under the heading **Communicate** (dot stickers).
2. Be sure to choose a student who can handle being left out to be the one who does not get a dot.

LEFT OUT – Getting Oneself Included (New!)

Materials: Ball

1. Ask students to name what they like to do at recess.
2. Invite students to share their best tips and tricks for joining a game or conversation. Get them started by saying, *“What I do is I...”*
3. Then say, *“Let’s learn some communication tools that will raise the odds that kids will let you join them.”*
4. Ask for three students to come up to the front of the room and pass a ball to each other.
5. Walk toward them and stand where you can be easily seen. Smile and tap the shoulder of the student you know best or who is most “likely” to include you. In a friendly voice say, *“That looks fun. Can I please join you?”* Say, *“thanks”* after the students make room for you.
6. Call FREEZE. Students name everything you did to *raise the odds* that the kids would include you.
 - Stood where you could be seen.
 - Used a friendly face, body language and tone. (Key 2 & 3)
 - Got attention in a positive way. (Key1)
 - Strategically asked someone who looked friendly or has included you in the past.
 - Said, *“Thanks”* when the kids said you could play (this creates a positive connection and raises the odds that kids will want you to join in the future).
7. Allow students to take turns. Play on a different day, practice joining a conversation (no ball passing).

Kimochis®

Third Grade Lesson Sequence

WEEK 14

Left Out Feeling: Including Others

The Kimochis® Way: Students who seek to include all, not just close friends, help to create a school community where students have a strong sense of belonging. Kimochis® Kids always take the “time to be kind” and include others.

Kimochis® Vocabulary: Left Out, Shy, Scared

Kimochis® Objectives: Students will be able to:

1. Use their eyes to see and ears to hear when others need to be included
2. Demonstrate the ability to include others who are left out

QUICK REVIEW of getting yourself included: Ask students if they tried to join some friends by using communication tools that would “raise the odds” you would be included. Ask “*How did it go?*”

LEFT OUT – Compassionate and Kind Activity 3: Looking to Include You (page 170-171)

Materials: Bug, a ball

Tips for lesson success:

1. Use the Kotowaza as a reminder for students: *It’s always more fun when we make room for everyone.*
2. Some students who are more socially challenged may not know the rules or how to play recess games. These students can be paired with a socially confident peer who could teach and guide the student.
3. Make time for “fake recess” and play popular games so students can learn the rules. Also, ask students what “ruins” a game and together brainstorm positive ways to fix these problems.
4. Buddy with a younger class so your students can help them learn to follow the rules of games and ways to communicate when upset feelings occur.

LEFT OUT – Compassionate and Kind Activity 4: Want to Join Us? (page 171)

Materials: None

Tips for lesson success:

1. Encourage students to use their eyes to see and ears to hear that others want to be included.

Kimochis®

Third Grade Lesson Sequence

WEEK 15 Mad Feeling: Cooling Down

The Kimochis® Way: When students know that it is okay to be mad, but it is never okay to be mean with your tone of voice, face or body language, a climate of calmness and respect will develop. Kimochis® Kids know how to be mad without being mean.

Kimochis® Vocabulary: Mad

Kimochis® Objectives: Students will be able to:

1. Identify mad feelings in self and others
2. Demonstrate how to use Cool Down strategies to express mad feelings in a positive way
3. Show how to warn others when you are mad

QUICK REVIEW of including others in play: Ask students if they included a classmate in games, while hanging out or having conversation. Ask, “How did you do it?”

MAD – Introduce the Kotowaza (page 140)

1. *It’s okay to be mad, but it’s not okay to be mean.*
2. Remind students of the Kotowaza before challenging social time

MAD – Self-Awareness and Self-Regulation (page 141)

Materials: Cloud with Mad Feeling tucked in pouch

MAD – Respectful Activity 1: Cool Down Mad Feelings (page 142)

Materials: Cloud with Mad Feeling tucked in pouch

Tips for lesson success:

1. Show Cloud’s mad face, do a cool down strategy and turn his face half way to happy.
2. Pull the Mad Feeling from his pouch and say, “*I still feel kind of mad, but I am not going to be mean.*”
3. Pass Cloud to students who feel brave enough to own feeling *super mad*. They can share how they did something that cooled them down to a point where they could reflect on what they wanted to do to make the mad smaller and things better.
4. Enhancement Strategy #9 (Calming Strategies) on page 63 has a list of different calming strategies.

MAD – Respectful Activity 2: Warn People How You Feel (page 142)

Materials: Cloud

Tips for lesson success:

1. Students who wish to share can hold Cloud and tell what helps them the most when they feel mad For example, “*When I feel mad I prefer to be alone.*”
2. Create role-plays both asking for what they need and respecting others needs when pretending to feel mad. “*Jackie, I like you, but right now I need to be alone.*”

WEEK 16

Mad Feeling: Big Mean Things That Aren't True

The Kimochis® Way: Students predict and practice social-emotional moments that create mad feelings so they have positive communication tools to effectively handle these moments in real life. Kimochis® Kids know how to be mad without being mean.

Kimochis® Vocabulary: Mad, Catch it, Own it, Redo it

Kimochis® Objectives: Students will be able to:

1. Show different communication tools to manage mad feelings.
2. Demonstrate how to use positive tone of voice, facial expression and words when feeling mad
3. Cope with statements that are Big Mean Things That Aren't True

QUICK REVIEW of Mad Feeling: Pass the Mad Feeling and ask students to tell how they used their Cool Down strategy to make mad feelings get smaller or go away. Remind students that feelings come and go and Cool Down strategies help us share our feelings in more positive ways so we can feel better more quickly. and not make hurtful choices when expressing our upset feelings.

MAD – Responsible Activity 4: *Catch it, Own It, Redo It* (page 144)

Materials: Cloud

Tips for lesson success:

1. Encourage students to use the word, “Oops” when they make a communication mistake.
2. If students don't want to use “Oops”, brain storm another word or sound they can use to own and repair a mistake.

MAD – Compassionate and Kind Activity 3: *Choosing Compassion and Kindness — Big Mean Things That Aren't True* (page 146)

Materials: Cloud

Tips for lesson success:

1. This activity can help students to understand times when others say Big Mean Things That Aren't True and what to do about it when it happens.
2. Make a poster for your classroom that says Big Mean Things That Aren't True with an international NO symbol through it.
3. Model how to respond when someone says a Big Mean Thing That Isn't True. Show how to bravely and gently ask, “Are you mad at me?” This response might help to make the mad feelings smaller and allows for a more productive conversation that helps to resolve hurt feelings and solve problems.
4. Join a buddy class to allow younger students to share with older students unkind ways that classmates are handling mad and upset feelings. Buddies can think together about what to do and say that might help.

Kimochis®

Third Grade Lesson Sequence

WEEK 17

Brave Feeling:

Trying New Things and Sticking With Hard Things

The Kimochis® Way: Brave is at the heart of the Kimochis® Way! Kimochis® Kids know that brave is not a “superhero feeling” and they can use courage to say and do the right thing in emotional moments.

Kimochis® Vocabulary: Brave, Positive Self-Talk, Negative Self-Talk

Kimochis® Objectives: Students will be able to:

1. Identify brave feelings in self and others
2. Use self-regulation tools to manage brave feelings
3. Demonstrate the use of positive self-talk to try new things and stick with hard tasks

QUICK REVIEW of Mad Feeling: Pass the Mad Feeling. Students can share success stories of handling mad feelings in kind ways by not saying a Big Mean Thing That Isn't True.

BRAVE – Introduce the Kotowaza (page 148)

1. *Be brave enough to stand up and speak or sit down and listen.*
2. Remind your students that Brave is not a “Superhero” feeling. For example. “Brave means I may be shy, but I can GET myself to ask if I can play.” Brave is at the heart of the Kimochis® Way!

BRAVE – Self-Awareness and Self-Regulation (page 149)

Materials: Bug with Brave Feeling tucked in pouch

Tips for lesson success:

1. Think of examples from your own life as examples of being brave or trying new things. Students love to hear stories about their teachers! Make the stories exciting by adding lots of details. (Some teachers have made up stories; just be sure you remember what you told the kids!)

BRAVE – Compassionate/Kind Activity 3: Brave Talk (page 157)

Materials: Bug, Brave, Excited, Happy, Scared, Uncomfortable, Curious, Proud, Shy Feelings

Tips for lesson success:

1. This activity focuses on trying new things.
2. Students love to use Bug as an example of trying new things (Bug wanted to learn to fly).

FRUSTRATED – Resilient Activity 1: Practicing Perseverance (page 188)

Materials: Hugtopus

Tips for lesson success:

1. This lesson will give your students opportunities to practice self-talk when they are stuck and want to give up.

Kimochis®

Third Grade Lesson Sequence

WEEK 18

Brave Feeling: Saying Sorry

The Kimochis® Way: Brave is at the heart of the Kimochis® Way! Kimochis® Kids know that brave is not a “superhero feeling” and they can use courage to say and do the right thing in emotional moments. Being brave is about learning to own mistakes and apologizing when communication mistakes are made that hurt feelings. Kimochis® Kids learn to own their mistakes and apologize in a sincere, truthful way.

Kimochis® Vocabulary: Brave, Sorry, Apologize

Kimochis® Objectives: Students will be able to:

1. Understand when apologies and forgiveness are necessary
2. Apologize with sincerity and truthfulness

QUICK REVIEW of Brave Feeling: Toss the Brave Feeling to a student who is willing to come up and share a story of when they were shy or scared to try something new. Ask them what they said to help get through that tough time.

BRAVE – Resilient Activity 1: Say Sorry (pages 153-154)

Materials: Bug with Brave Feeling tucked in pouch

Tips for lesson success:

1. Only teach Habits 1-5 (see page 154 and below).
2. You may wish to stagger how many communication habits you teach in one day. For example, you can begin by teaching habits 1-3 for saying sorry and add habits 4 and 5 on another day.
3. Make a poster of the 5 Habits to hang in the classroom as quick reference.
4. This lesson can be a good one to use with a buddy class.

5 Habits for Saying Sorry

Habit 1: Apologize Quickly (The quicker you apologize, the quicker you make things right.)

Habit 2: You Have to Mean It (Use a sincere tone of voice.)

Habit 3: Tell Why You are Sorry (Example, “I’m sorry I didn’t wait for you.”)

Habit 4: Give it a Name (Example, “That was mean of me to say that.”)

Habit 5: Make Things Right! (Example, “What can I do to make it better?”)

Kimochis®

Third Grade Lesson Sequence

WEEK 19

Brave Feeling: Forgiving Others

The Kimochis® Way: Being brave is also about learning how to forgive when someone hurts your feelings. Kimochis® Kids know how to forgive, be resilient and be generous of heart.

Kimochis® Vocabulary: Brave, Forgive

Kimochis® Objectives: Students will be able to:

1. Understand the importance of forgiving
2. Forgive when others make mistakes that are hurtful

QUICK REVIEW of Brave Feeling: Toss the *Sorry* feeling around the circle and ask students to say “Sorry” in an insincere voice. Do again with a sincere voice. Ask, “Which voice makes you feel the person really does feel sorry?” Use the Feelings to explore what feelings can make people use an insincere face and voice (shy, guilty, embarrassed, etc.).

BRAVE – Resilient Activity 2: I Forgive You (page 155)

Materials: Bug with Brave Feeling tucked in pouch

Tips for lesson success:

1. Teach all five Habits (see pages 155-156 and below).
2. You may want to teach several a day.
3. Make a poster of the 5 Habits to Forgive to hang in the classroom as quick reference.
4. This lesson can be a good one to use with a buddy class.

5 Habits to Forgive

Habit 1: Forgive Quickly (Forgiveness can be something you do easily and quickly.)

Habit 2: Two Wrongs Don’t Make a Right (Don’t try to get back at someone.)

Habit 3: Choose Forgiving Thoughts (Think, “*I know she didn’t mean to do that*” or “*I’ve done things like that before.*”)

Habit 4: Forgive and Forget (Forgiving doesn’t necessarily mean all your hurt feelings will go immediately away.)

Habit 5: Stand up to Repeat Offenders (If someone keeps hurting you, speak up for yourself or get help.)

Kimochis®

Third Grade Lesson Sequence

WEEK 20

Silly Feeling:

For Silly To Be Fun, It Has To Be Fun For Everyone

The Kimochis® Way: Everybody likes to have fun. But for silly to be fun, it has to be fun for everyone. Kimochis® Kids know that when silliness goes too far, they can use communication tools to repair those moments.

Kimochis® Vocabulary: Silly, At someone's expense

Kimochis® Objectives: Students will be able to:

1. Identify silly feelings in self and others
2. Demonstrate the use of kind and peaceful strategies to set boundaries when peers are too silly or trying to be funny

QUICK REVIEW of Brave Feeling: Ask if any students would be willing to share a time they were able to forgive someone for something they did. Give them the Brave Feeling to hold while they report their experience.

SILLY – Introduce the Kotowaza (page 174)

1. *For silly to be fun, it has to be fun for everyone.*

SILLY – Self-Awareness and Self-Regulation (page 175)

Materials: Huggtopus with Silly Feeling tucked in pouch

SILLY – Compassionate and Kind Activity 2: That's Not Funny (page 181)

Materials: Mad, Sad, Sorry, Scared, Surprised, Shy Feelings

Tips for lesson success:

1. Be sure to clarify what the phrase “at someone's expense” means.

SILLY – Compassionate and Kind Activity 4: I'm Just Kidding (pages 181-182)

Materials: None

Tips for lesson success:

1. Emphasize how students must remember to use a Talking Voice, Face and Body.

Kimochis®

Third Grade Lesson Sequence

WEEK 21

Silly Feeling:

Know When To Be Silly and When To Be Serious

The Kimochis® Way: Everybody likes to have fun and be silly. But, there are times that everyone needs to stop being silly and be serious.

Kimochis® Vocabulary: Silly, Serious, “Masking”

Kimochis® Objectives: Students will be able to:

1. Know when to be silly and when to be serious
2. Recognize when they are out of control and bring themselves back
3. Recognize when they might be “masking” their true feeling by being silly

QUICK REVIEW of Silly Feeling: Pass the Silly Feeling. Ask students to share what new awareness they have about jokes, teasing and silliness that can accidentally hurt.

Know When to Be Silly and When To Be Serious (New!)

1. Even third graders continue to have difficulties controlling their bodies and brains and knowing when to settle down to be serious.
2. Although this may seem basic, it can help to make clear boundaries about the silly versus serious times.
3. Brainstorm times to be silly and times to be serious with your students.
4. Make a poster to show times for each.
5. Teachers have found this to be very helpful throughout the day. They can just point to the chart or ask students, “*Is this a time to be silly?*”

SILLY – Responsible Activity 3: *Bring Yourself Back* (page 177)

Materials: All Kimochis® characters

Tips for lesson success:

1. Use the emotional vocabulary, self-control, prompt and guide your students by reminding them to “bring yourself back.”

SILLY – Responsible Activity 2: *Oops, You’re Too Close* (page 178)

Materials: Huggtopus

Tips for lesson success:

1. Some students may benefit from a rehearsed and memorized script to use when someone gets too close, for example, “*May I have some space please?*”

Kimochis®

Third Grade Lesson Sequence

WEEK 22

Proud Feeling:

I Am Happy For You and Happy For Me

The Kimochis® Way: When students have the ability to share pride without bragging, they are encouraged to do their best rather than have to be the best. Kimochis® Kids know how to feel proud of their accomplishments and celebrate successes for themselves and others.

Kimochis® Vocabulary: Proud, Success, Bragging

Kimochis® Objectives: Students will be able to:

1. Identify proud feelings in self and others
2. Use self-regulation tools to manage expressions of pride without bragging
3. Demonstrate a positive response when peers brag

QUICK REVIEW of Silly Feeling: Reflect on the words, self-control. Ask students if they needed to use self-control over the past week. Ask, “How did it feel to know what to do and say when self-control was needed?”

PROUD – Introduce the Kotowaza (page 218)

1. *I am happy for you and happy for me.*

PROUD – Self-Awareness and Self-Regulation (page 219)

Materials: Lovey Dove with Proud Feeling tucked in pouch

Tips for lesson success:

1. Help your students hear and see how bragging can hurt feelings.

PROUD – Respectful Activity 1: Be Careful Not to Brag (page 220)

Materials: None

Tips for lesson success:

1. Children with social-emotional challenges will struggle to understand the perspectives of others. Use the Lesson Enhancement #4 WHEN-THEN to visually show how bragging words affect the feelings of others.

PROUD – Compassionate and Kind Activity 2: Proud Talk (page 223)

1. This is a powerful activity that focuses on how students can express, listen and manage pride.
2. Writing prompt: Is it more important to do your best or be the best?

**REPLACE THIS PAGE
WITH BLANK COVER STOCK**

Kimochis®

Fourth Grade Lesson Sequence

How to Use the Fourth Grade Lesson Sequence

Getting Started

1. The purpose of Week 1 is to set the tone for a positive school climate in the first week of school. If you start later in the year, you may not need to do the Names activities. However, many teachers are surprised to discover half-way through the school year that their students do not actually know their classmates by name!
2. Some teachers have a 30-45 minute Kimochis® lesson once a week. Others schedule two 15-20 minute lessons twice a week. Do whatever works best for you, your schedule, and your students.
3. Keep the lessons at a consistent and regular time so students know when to expect a Kimochis® lesson (otherwise they may ask you over and over again when they will have another Kimochis lesson!).
4. We suggest teaching lessons on mid-week days (Tuesday, Wednesday, or Thursday). Avoid Mondays as these are frequently holidays throughout the school year and the Kimochis® lessons will be missed.
5. A strategic time to implement the Kimochis® lessons is right before recess. This will provide your students immediate practice and review of the Kimochis® skills as they go out to the playground.
6. Consider establishing a routine of a Kimochis® Circle after recess, especially in the beginning of the year, to troubleshoot challenges with peer relationships. The Circle may be used throughout the year as needed and the students will even start to ask for a Circle to work out a challenge.

Implementing Lessons

1. Activities that have a page number indicate that the lesson is located in the curriculum manual, *Kimochis® Feel Guide: Teacher's Edition (2010)*. The steps to complete these activities are not repeated here. Please refer to your curriculum manual for the details. There may be several notes under the heading, *Tips for Lesson Success*. These are just ideas and suggestions from educators to make that specific lesson as successful as possible.
2. When there is a notation that says (New!) that indicates that the activity is not in the *Feel Guide*. The steps to complete this activity are provided in this lesson sequence.
3. We suggest that you use name sticks (all students' names written on popsicle sticks or cards) for turn-taking. Students view this as "fair" and it will help to increase participation for all students. Allow students to pass if a name stick is pulled and the student doesn't want a turn.
4. You are encouraged to follow this lesson sequence. We have found these lessons to be effective, but remember this is not a cookie-cutter program. We encourage you to explore the other lessons included in the *Feel Guide*. As you get comfortable with the lesson pattern, consider adding to your program!
5. At some point during the year, you may see behavioral issues that interfere with learning and positive social interactions. The Behaviors at a Glance section on pages 280-285 is an index of activities that can help address specific behaviors.
6. You can also use a Kimochis® Circle to address specific behavioral issues (see Setting up a Kimochis® Circle on page 135 for more information).

Kimochis®

Fourth Grade Lesson Sequence

Setting up the Kimochis® Lessons

1. Sitting on the floor in a circle is ideal, but not required. Tossing the characters and feelings works best for this age group. A circle also encourages all students to participate.
2. If your students are more comfortable sitting at their desks, that is fine.
3. Please reference your Week Lesson in advance in order to organize the Kimochis® characters and Feelings before starting the lesson. Sometimes it's hard to find the right Feeling at the right time!
4. Please encourage all students and adults in the classroom to join the lesson by sitting in the circle.

Promoting Collaboration

1. If you are a classroom teacher, consider collaborating with the school speech-language pathologist, counselor or social worker. You will each bring a unique level of knowledge to the lessons.
2. Consider how to co-teach the Kimochis® lessons and foster carryover to a variety of social situations throughout the school day.
3. Consider allowing students to create a lesson on a social-emotional issue that is challenging for them. You may be surprised at how well this can work. It is probably best to have the student(s) explain the lesson beforehand so there are no inappropriate surprises!

Kimochis®

Fourth Grade Lesson Sequence

How to Create a Kimochis® Classroom

Making a Kimochis® Corner (page 47)

1. Many teachers have made a place for the Kimochis® characters and feelings to “live” in the classroom. A Kimochis® Corner does not need to be elaborate or fancy. One teacher and class decided the characters would live on a countertop. Another classroom placed them in a corner of the room with a soft rug and pillows. See page 48 for more ideas.
2. The Kimochis® Corner can be used in different ways. It can be used as a safe place for students to go when feeling upset. The Kimochis® Corner is never used as a “time-out.” It is a place to take a “time-away” to promote relaxation, self-regulation and reflection.
3. Creating a Kimochis® Corner is a fun activity to do collaboratively with your students. One teacher and her students decided to have Kimochis® Corner Monitors as a weekly rotated job for her students. The job was to tidy up the Kimochis® Corner and bring the Kimochis® characters and feelings to a lesson when needed.
4. Don’t make a big deal about the Corner and you may be surprised at how this age group uses the characters and Bowl of Feelings. Some may act like it is dumb, but will play with them using silly voices and actions. In reality, this silliness is helping them get in touch with their own personality, temperament and feelings.

Using Kimochis® Journals (pages 50-51)

1. We recommend that students use a Kimochis® Journal. Suggestions on activities are outlined on pages 50-51.
2. There are also writing prompts for journals provided at the end of each Feeling Lesson under the *Commitment to Character*. For example, a suggested prompt on a page 146 for the Mad Feeling is “What one action will help you recognize mad feelings?”
3. You can also ask students to write their response on a small piece of paper that you collect. You can then read aloud them later as an effective way for students to hear what their classmates have experienced.
4. Ask students to write in their journals once a week after recess. This will give you a “way” to assess how each student is doing socially and emotionally on the playground.
5. Some educators ask students to write in their Kimochis® Journal after a Kimochis® lesson. They may give them a specific prompt or ask students to just write what they are feeling at that moment.

Using a Kimochis® Bowl of Feelings (pages 52–53)

1. Many educators have found that a Bowl of Feelings gets used frequently by the adults and students in the classroom! There are many different ways to use a Bowl of Feelings (pages 52-53). These strategies will help to increase your students’ social-emotional vocabulary, understanding and capabilities.
2. Use the Bowl of Feelings activities for Kimochis® Circles.
3. Keep the Bowl of Feelings in a special place in the classroom.
4. Use the Bowl of Feelings to encourage richer writing.
 - Ask students think of a main character for a story to write.
 - Ask students to clap their hands when they know what will happen to this character (conflict).

Kimochis®

Fourth Grade Lesson Sequence

- Students can then find a Kimochis® Feeling to describe the emotion the character will experience in the story.
- Instruct students to start writing their story using descriptive language to express the character's feelings.

Implementing Kimochis® Help Notes (page 50)

1. Kimochis® Help Notes are an anonymous way for students to communicate social-emotional issues that are challenging for them. See page 50 for ideas on how to set up Kimochis® Help Notes.

Setting up a Kimochis® Circle

1. A Kimochis® Circle is different than teaching the lessons (even though many are taught sitting in a circle!). A Kimochis® Circle is used to share positive emotional stories and resolve conflicts away from the emotion. For example, have students share stories of times they were brave, happy, loved, or proud. Or, if there is a particular issue your class is struggling with, use a Kimochis® Circle to model through role-playing how to use the Kimochis® Keys to help. Have the students imitate your positive model.
2. Here are a few norms to follow:
 - One person speaks at a time (Students hold a Kimochis® Feeling or character when it is their turn to speak).
 - Students can “pass” if they do not want to speak.
 - Coach students to say “someone,” instead of using a name.
 - Talk about what happened. “*You can be mad, but you cannot be mean.*” (No put downs!)
3. You are the facilitator.
 - Each time review the circle norms listed above.
 - Name the topic (bullying, excluding, fair play at recess, etc.) or ask for student input. Decide how much time to spend on a topic and get a sense of when problem-solving has occurred.
 - Address problems when they arise, even for 10-15 minutes. This may lead to a quick resolution. By tackling social-emotional problems in-the-moment, academic learning time can be increased.
4. Once a week, the principal, assistant principal, secretary, custodian, yard duty staff or librarian might help to lead a Kimochis Circle. Select a feeling for students to share stories. For example, “*Someone tell me a story about kindness. Someone tell me a story about how you made yourself or someone feel better when feeling sad.*”

Kimochis® Educator's Portal

1. The Kimochis® Educator's Portal is an online forum where educators from all over the world can connect and share ideas, ask questions and get advice and the latest news from the Kimochis® team. Useful downloadable items are also available such as Home Links (activities you can send home to reinforce each lesson), coloring sheets, IEP goals, standards alignments and artwork for your school.
2. You can join the Kimochis® Educator's Portal by going to www.kimochis.com.
3. You will see a map of the world. Choose your location. Click on the red Teachers button on the left side of your screen. This will take you to the Educator's Portal where you can set up a username and password. Just follow the directions and you can easily become a Portal user.

Kimochis®

Fourth Grade Lesson Sequence

Fostering Home-School Connections (Educator's Portal)

1. Be sure to check the Kimochis® Educator's Portal for Home Links that will provide you with activities you can send home to reinforce each lesson.
2. At Back-to-School Night, it might be helpful to provide families with information about how a first grader develops social-emotional skills (see the next page).
3. Reassure parents that most students will both hurt others and have their feelings hurt over the school year. Remind them that students grow and learn from both of these emotional experiences.
4. Tell parents about the Kimochis® program and how you will be providing your students the communication tools needed to navigate the highs and lows of fourth grade. It can be helpful for parents to hear that it is common for students at this age to have social and emotional challenges, such as feeling self-conscious and moody with parents.

Social-Emotional Development in Fourth Graders

How Students Grow

Below are some general developmental milestones that can help you to understand the social and emotional progress a fourth grader will make over the school year. Keep in mind that every student is different and may not fit perfectly into this framework.

Where they are:

Fourth grade is a time of rapid learning for kids.

Fourth graders:

- Want to put some distance between themselves and adults, and may rebel against authority
- Need to be part of a group
- Seek independence
- Has a high activity level
- Can express a wide range of emotions and verbalize easily
- Can empathize
- Can think independently and critically, but are tied to peer standards
- Begin to increase their sense of truthfulness
- Are typically not self-confident

Where they are going:

In fourth grade, students are learning how to make decision and set standards.

Encourage fourth graders as they:

- Begin to making important decisions
- Gain a greater sense of responsibility
- Set personal standards
- Develop personal interests and abilities
- Develop social skills
- Learn to engage in-group decision-making

Kimochis®

Fourth Grade Lesson Sequence

WEEK I

Meet Bug and Learn About Names

Note: This lesson is designed to be implemented in the first week of school to set a positive school climate. This lesson may be too much to complete in one session. You might consider doing the Introduction to the Kimochis lesson on a separate day. The name games are fun to play right before or after a transition.

The Kimochis® Way: A friendly school where everyone uses names is a welcoming place to learn. Hearing your name gives you a feeling of belonging and self-worth. Kimochis® Teachers and Kids set the tone of the year by welcoming everyone at school, not just their friends.

Kimochis® Vocabulary: Bug, Welcome, Happy, Shy, Brave

Kimochis® Lesson Objectives: Students will be able to:

1. Explain why Kimochis® will be in their classroom this year
2. Identify Bug and recall some of his characteristics
3. Recognize Happy, Shy and Brave Feelings
4. Use the names of some classmates

Wear Name Tags

1. All students wear nametags the first few weeks of school (consider clip-on tags for reuse). Learning names builds connections and promotes friendly feelings.
2. Put a nametag on yourself and Bug!
3. Encourage parents and other volunteers to wear nametags also as even grown-ups want to be known by name and feel welcome.

Introduction to Kimochis® Feelings (New!)

Materials: Mad, Sad, Scared, Shy, Happy, Brave, Kind, Excited, Silly, Frustrated, Curious Feelings in the bag

1. Seat students in circle and hold the bag of feelings. Say, “I have Kimochis® in this bag. Kimochi is a Japanese word. Kimochi is the Japanese word for feeling. Say Kimochi (Key-MO-chi). You just spoke Japanese!” Ask if students know any other Japanese words. Students will naturally want to share other words from different languages — this is encouraged.
2. Place the Feelings from the bag on the floor in the middle of the circle, word side up.
3. Students take turns naming a feeling they see. Then ask everyone to make a facial expression, body language and sound to express this feeling. Share what might make them have this feeling.
4. Place Feelings back in the center. Ask a student to find a positive feeling (Happy, Brave, Excited, Silly, Curious) that they feel about the upcoming year (“I am excited about our new basketball court”).
5. Explain that all students will have lots of positive or happy feelings with one another. But sometimes, they will also they feel upset with each other.
6. Ask if a student would be willing to find a negative feeling they can predict might occur when working and playing with classmates. Have students share this feeling and their prediction. “I can predict we will get frustrated if someone does not play games fairly at recess.”
7. Tell students that this year we will be having Kimochis® Lessons and Circles to teach communication skills that help us get along with each other in kind ways. Remind students that all feelings are okay, but

Kimochis®

Fourth Grade Lesson Sequence

it is never okay to be unkind when you feel (hold up a few upset feelings such As Sad, Mad, Frustrated, Disappointed, and Jealous).

Introduce Kimochis® Bug and His Feelings (pages 16-17)

Materials: Bug with Left Out, Shy and Brave Feelings tucked in his pouch

1. Introduce Bug. Ask a student volunteer (or several students) to read his story on page 16.
2. Pull a name stick. That student secretly takes a feeling out of Bug's pouch. Ask the student to make a facial expression and use body language that matches the Feeling.
3. Classmates try to guess the feeling. Ask students to show what their faces and bodies look like when they have that feeling. Then ask them to make a sound that goes with the feeling.
4. Toss the Feeling to students to share what can create this feeling for them. *"I feel shy when..."*
5. Ask students to take turns sharing their best ideas for making each feeling better or smaller. Ask *"What is something you can say or do when you feel shy?"* Give suggestions to get them started. For example, *"When I feel shy, I can remember to ask if I can join in the conversation."*
6. Continue the same pattern for all Feelings (Shy, Left Out, Brave).
7. Reassure students that all feelings are okay. Tell students that we will learn ways to communicate and make things better for ourselves and others when we have left out and/or shy feelings.
8. After the lesson, ask for volunteers to put the Kimochis® characters and Feelings back in the bag. At other appropriate times of the day, let your students interact with them. It is interesting to watch who chooses to interact with them and what they say and do.

Play Name Games

Play one or several name games as time permits.

1. Kimochis® Feeling Name Game
2. Show the Kind and Friendly Feelings. Explain that we will learn about feelings this year. Pass Friendly Feeling around the room and explain that it is friendly to make eye contact, say "Hi" and the classmate's name. Pass Friendly around the room to give each student practice.
3. Use your Bowl of Feelings for students to choose feelings that can make one not want to make eye contact or send Friendly Signals (for example, Shy Embarrassed, Scared).
4. Name Nest
 - a. Sit in a circle and ask each student to say their name. Start by saying your name. Then hold a portion of the yarn, toss the ball across the circle calling out a student's name. That student must say my name, their name, then another student's name (who then will get the ball of yarn).
 - b. That new student has to say my name, the first student's name, then their name. They then call out another name and throw the ball of yarn to that person. Each student continues holding onto a part of the string before throwing it. In the end, you will have made a nest of yarn.
 - c. Here are two options to exit this activity:
 - i. Everyone stands up and tries to un-twist the yarn without letting go. When you're done, you find you have a circle! You can talk about a "Circle of learners!"
 - ii. Reverse the order, starting with the last person. They toss the ball to the person who sent it to them and say their name. Essentially, you are undoing the web.
5. Invite the principal (school staff, parents, volunteers) to join your class for name games. This is a powerful and easy way to create an inclusive and welcoming school community.
6. Invite other fourth grade classes to come to your room (or go to younger classes) to play games.

Kimochis®

Fourth Grade Lesson Sequence

WEEK 2

Meet Lovey Dove and Learn How To Give Friendly Signals

The Kimochis® Way: When all students understand and use friendly habits, shy students gain tools to participate academically and socially. Kimochis® Kids are friendly and kind to everyone at school, not just their friends.

Kimochis® Vocabulary: Lovey, Proud, Kind Feelings, Friendly Signals

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Lovey and recall some of her characteristics
2. Recognize Proud and Kind Feelings
3. Identify, imitate and use several different *Friendly Signals* with peers and adults

Name Tag Reminder: You may want to put a name tag on Lovey Dove! Put one on Turtle Dove too!

Introduce Lovey Dove and Her Feelings (pages 22-23)

Materials: Lovey Dove with Proud and Kind Feelings tucked in pouch

1. Introduce Lovey Dove. Ask a student volunteer (or several students) to read her story on page 23.
2. Show Lovey's adopted baby, Turtle Dove. Show how she keeps her baby safe under her wing.
3. Pull a name stick. That student secretly takes a feeling out of Lovey's pouch. Ask the student to make a facial expression and use body language that matches the feeling.
4. Classmates try to guess the feeling. Ask students to show what their faces and bodies look like when they have that feeling. Then ask them to make a sound that goes with the feeling.
5. Toss the Feeling to students to share what can create this feeling for them. *"I feel proud when..."*
6. Ask students to take turns sharing their best ideas for making each feeling better. Ask *"What is something you can say or do when you feel proud?"* Give suggestions to get them started. For example, *"When I feel proud, I can remember to not use a bragging voice."*
7. Continue the same pattern for both Feelings.
8. Reassure students that all feelings are okay. Tell students that together we will learn ways to be kind and show our proud feelings in ways that are helpful.
9. After the lesson, ask for volunteers to put the Kimochis® characters and Feelings back in the bag. At other appropriate times of the day, let your students interact with them. It is interesting to watch who chooses to interact with them and what they say and do.

Note About Friendly Signals: Help students understand that using Friendly Signals is both cultural and personal. For example, a person may be shy and does not send Friendly Signals easily. However, this does not mean they are unkind or unfriendly. Once students understand this concept, they are less likely to make "snap judgments" about peers and adults based only on nonverbal signals.

(Continued on next page)

Kimochis®

Fourth Grade Lesson Sequence

Friendly Lesson – Kotowaza (a Kimochis® proverb) (New!)

1. *Friendly faces create friendly places.*
2. Talk about the Kotowaza and what it means to you (give an example from your life).
3. Ask students how their life would be different if people were always friendly to them.
4. Ask students what they can do create a school that feels like a “friendly place.”
5. Make a Kotowaza poster. Students in the classroom can sign their names to make a commitment to being friendly. They can also draw pictures that show “friendliness.”
6. Join a younger buddy class and have the older students encourage the younger ones to practice Friendly Signals.

Teach Friendly Signals (New!)

Materials: None

1. Model the following Friendly Signals one at a time. Encourage the class to repeat them.
Smile, Wave, Head Nod, Hello, High Five
2. Invite students to demonstrate other Friendly Signals. Make this fun by being creative. Students can make up new friendly signals. This can be especially effective for this age group.
3. Tap two students in the circle and instruct them to change seats. They each use one of the Friendly Signals listed above. For example, “*Pass one another and give a head nod.*”
4. On the last round, students pass each other, say each others’ names, a greeting and a Friendly Signal.
5. Students have said that this activity made a difference in their confidence and positive feelings at school.

Friendly Feelings are Contagious (New!)

Materials: Friendly Feeling, whiteboard, markers

1. Discuss with students how being friendly is a habit that can have a positive ripple effect in the world. Talk about a ripple effect or something catching on that is positive (contagious).
2. Say, “We are going to play *no talking game.*”
3. Look at the student seated to your left and give them one of the Friendly Signals. This student passes it to the student on their left until the ripple has made it around the circle.
4. Discuss how a smile or Friendly Signal makes you feel like you want to be friendly back.
5. Play the *hot potato* game with the Friendly Feeling. Toss the Friendly Feeling to a student, saying his/her name paired with a friendly gesture. The point of the game is to keep the “hot potato” (Friendly Feeling) moving as fast as possible. Keep going until the students are ready to stop or get too silly.
6. Write these three starter sentences on your whiteboard. Model how to complete the sentence with your own ideas. Ask students to complete the sentence with their thoughts and feelings as a way to guide them to become a friendly person. Toss the Friendly Feeling to signal whose turn it is to speak.
 - *I am friendly to others because I...*
 - *I can be friendly to others even when....*
 - *When people are friendly to me, it makes me feel...*
 - *Friendly Signals are not always easy to send because...* (The answer to this prompt is worth discussing in a Kimochis® Circle. Brainstorm ideas on how to make it safer to give and receive friendliness. It can be embarrassing if a student uses Friendly Signals and doesn’t get one back.)

Kimochis®

Fourth Grade Lesson Sequence

WEEK 3

Meet Huggtopus and Learn To Be Partnered

The Kimochis® Way: Anyone can be kind and respectful to a partner they like. Kimochis® Kids can be counted on to be kind and respectful to any partner.

Kimochis® Vocabulary: Huggtopus, Silly, Frustrated, Kind, Respectful, Partners

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Huggtopus, tell about her story and recognize Silly and Frustrated Feelings
2. Demonstrate how to greet and accept a partner in a kind and respectful way
3. Demonstrate how to initiate work with a partner

Introduce Huggtopus and Her Feelings (pages 19-20)

Materials: Huggtopus with Silly and Frustrated Feelings tucked in pouch

1. Introduce Huggtopus. Ask a student volunteer (or several students) to read her story on page 20.
2. Pull a name stick. That student secretly takes a feeling out of Huggtopus' pouch. Ask the student to make a facial expression and use body language that matches the feeling.
3. Classmates try to guess the feeling. Ask students to show what their faces and bodies look like when they have that feeling. Then ask them to make a sound that goes with the feeling.
4. Toss the Feeling to students to share what can create this feeling for them. *"I feel frustrated when..."*
5. Ask students to take turns sharing their best ideas for making each feeling better or smaller. Ask *"What is something you can say or do when you feel frustrated?"* Give suggestions to get them started. For example, *"When I feel frustrated, I tell myself, 'I can do it'."*
6. Continue the same pattern for both Feelings.
7. Then point out that Huggtopus only has 6 legs. Say, *"She's different from other octopuses. Do the other octopuses still like her? Is it okay to be different? Huggtopus teaches us to NAME IT or say how we are."*
8. Say, *"Watch Huggtopus."* Make Huggtopus say, *"I have 6 legs."* Say back, *"That's good."*
9. Now name something about yourself that could make you self-conscious, *"I can't swim."* Talk to the students about being okay with who we are. If we tell others about ourselves and what might be different about us, it helps others understand and be kind.
10. Toss Huggtopus to students who want to "name" something about themselves. Often students with disabilities will feel comfortable holding Huggs to say, *"I can't see very well"* or whatever their disability might be.
11. Reassure students that all feelings are okay. Tell students that together we will learn when to be silly and when to be serious. Huggs will also teach us how to make our frustrated feelings smaller Reassure students that all feelings are okay.
12. After the lesson, ask for volunteers to put the Kimochis® characters and Feelings back in the bag. At other appropriate times of the day, let your students interact with them. It is interesting to watch who chooses to interact with them and what they say and do.

(Continued on next page)

Kimochis®

Fourth Grade Lesson Sequence

Being Partnered:

Note: Being partnered can be complicated and emotional. This activity will give students ways to cope with feelings of fear, excitement, disappointment, sadness, jealousy, and anger related to partnering. These activities will help to create kindness and respect in your classroom.

LEFT OUT – Respectful Activity 1: We’re Partners! (page 162)

Materials: Popsicle sticks with students’ names, all the Kimochis® Feelings

1. Practice these skills frequently and you will find a significant difference in your students’ comfort and respectfulness when placed with a partner.
2. Fourth graders can feel self-conscious when partnered with a student of the opposite gender. In the first round of this activity, place students of the same gender together. Before the second round ask students to make sounds that would make boy and girl partners uncomfortable. Explain to the students that these sounds are “off-limits” because everyone wants to feel safe and secure in our classroom.
3. Brainstorm facial expressions, hurtful words and other hurtful actions that are off limits.
4. End lesson by putting students in boy/girl partners. Reassure students that boys and girls can be friends. Tell students you expect them to be respectful of all friendships.

Kimochis®

Fourth Grade Lesson Sequence

WEEK 4

Meet Cloud and Learn How To Find a Partner

The Kimochis® Way: Anyone can be kind and respectful to a partner they like. Kimochis® Kids can be counted on to be kind and respectful to any partner.

Kimochis® Vocabulary: Cloud, Silly, Mad, Sad, Happy

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Cloud, tell about his story and recognize Mad and Sad Feelings
2. Demonstrate how to find a partner in a kind and respectful way
3. Demonstrate how to make sure no one gets left out

Introduce Cloud and His Feelings (page 14-15)

Materials: Cloud tucked with Mad, Sad Feelings

1. Introduce Cloud. Ask a student volunteer (or several students) to read his story on page 15.
2. Pull a name stick. That student secretly takes a feeling out of Cloud's pouch. Ask that student to make a facial expression and use body language that matches the feeling.
3. Classmates try to guess the feeling. Ask students to show what their faces and bodies look like when they have that feeling. Then ask them to make a sound that goes with the feeling.
4. Toss the Feeling to students to share what can create this feeling for them. *"I feel mad when..."*
5. Ask students to take turns sharing their best ideas for making each feeling better or smaller. Ask, *"What is something you can say or do when you feel mad?"* Give suggestions to get them started. For example, *"When I feel mad, I count to ten."*
6. Continue the same pattern for all both Feelings.
7. Reassure students that all feelings are okay. Tell students that together we will we will learn ways to communicate and make things better for ourselves and others when we have mad or sad feelings.
8. After the lesson, ask for volunteers to put the Kimochis® characters and Feelings back in the bag. At other appropriate times of the day, let your students interact with them. It is interesting to watch who chooses to interact with them and what they say and do.

Finding a Partner:

LEFT OUT – Respectful Activity 2: Finding a Partner (page 163)

Materials: Markers, poster board with Kimochis® Kind Partner Rules: Finding a Partner

1. Make another poster with the Kimochis® Kind Partner Rules: Finding a Partner.
2. Review the Kimochis® Kind Partner Rules from last week's lesson. You can talk about the similarities and differences. Keep both posters posted in the classroom so you can refer to them frequently so students can be set up for success. Students can record these rules in their Kimochis® journal.

Kimochis®

Fourth Grade Lesson Sequence

WEEK 5

Meet Cat and Sort By Kimochis® Characters

The Kimochis® Way: Students continue to understand the Kimochis® characters and feelings. Kimochis® Kids practice patience, kindness and tolerance toward others.

Kimochis® Vocabulary: Cat–Curious, Cranky; Cloud–Happy, Mad, Sad; Bug–Left Out, Brave; Huggtopus–Silly, Frustrated; Lovey Dove–Proud, Hopeful

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Cat, tell about her story and recognize Curious and Cranky Feelings
2. Compare their own personality and temperament to the Kimochis® characters
3. Understand classmate’s personality and temperaments in relation to the Kimochis® characters

Introduce Cat and Her Feelings (page 21)

Materials: Cat tucked with Curious and Cranky Feelings

1. Introduce Cat. Ask a student volunteer (or several students) to read his story on page 21.
2. Pull a name stick. That student secretly takes a feeling out of Cat’s pouch. Ask that student to make a facial expression and use body language that matches the feeling.
3. Classmates try to guess the feeling. Ask students to show what their faces and bodies look like when they have that feeling. Then ask them to make a sound that goes with the feeling.
4. Toss the Feeling to students to share what can create this feeling for them. *“I feel cranky when...”*
5. Ask students to take turns sharing their best ideas for making each feeling better or smaller. Ask, *“What is something you can say or do when you feel cranky?”* Give suggestions to get them started. For example, *“When I feel cranky, I go outside to get some fresh air.”*
6. Continue the same pattern for all both Feelings.
7. Reassure students that all feelings are okay. Tell students that together we will we will learn ways to communicate and make things better for ourselves and others when we have curious or cranky feelings.
8. After the lesson, ask for volunteers to put the Kimochis® characters and Feelings back in the bag. At other appropriate times of the day, let your students interact with them. It is interesting to watch who chooses to interact with them and what they say and do.

Students Sort by Kimochis® Characters (New!)

Materials: All Kimochis® characters

1. Review the personality of each character.
2. Place the Kimochis® characters in different areas of your classroom.
3. Ask your students to *“Go to the Kimochis® character who is. . .”*

<i>...the most like a friend (or relative) of yours.</i>	<i>...the one you would like to be more like.</i>
<i>...the hardest one for you to get along with.</i>	<i>...the easiest one for you to get along with.</i>

(Continued on next page)

Kimochis®

Fourth Grade Lesson Sequence

4. You can use one or all of the prompts above.
5. When all students have sorted in various ways, then ask them to go to the Kimochis® character they think they are the most like.
6. Write the following prompts on the board:
 - I am easy to be around because...
 - I can be tricky to be around because....
7. Ask each group to select one person to share with the larger group.
8. Students who wish to share on a personal level hold the character. They share what can be challenging about them to be around. They can share with friends what they would like them to say and do when they are not reacting in a positive way. These are called “agreements.”
9. Go first and share at a personal level. This can be a vulnerable, yet powerful experience for students.
10. Wrap-up by reassuring students that the point of this exercise is to grow in understanding ourselves and each other. This allows us to practice patience and kindness when we are not at our best
11. This sorting activity can be effective and fun to play throughout the school year. You can ask your students to sort themselves in different ways.
12. Your students will be able to come up with additional and creative ways to sort themselves.

Kimochis®

Fourth Grade Lesson Sequence

WEEK 6

Key I: Call Name, Wait for Eye Contact, Give a Communication Tap Before You Speak

The Kimochis® Way: When students learn how to get attention with peers and adults, they create a social-emotional connection that leads to successful outcomes. Kimochis® Kids can initiate conversation and play in positive ways.

Kimochis® Vocabulary: Communication Tap, Eye Contact

Kimochis® Lesson Objectives: Students will be able to:

1. Understand why getting a person's attention in an appropriate way is important
2. Demonstrate how to call a name, wait for eye contact and use a Communication Tap to gain attention

Key I – Activity 3: Call Name and Wait for Eye Contact (page 28)

Materials: Mixture of Feelings

Tips for lesson success:

1. Some students may find it difficult to make direct eye contact. Don't ever force it. It can help to use a gesture to guide their eyes to your eyes (point with first two fingers to your eyes and then their eyes).
2. There can be cultural differences in the use of eye contact. Never ask students to use eye contact if it is uncomfortable. You can talk about how we use eye contact at school and at home.
3. Place Feelings, word side up, in the center of the circle. Invite anyone who is willing to find a Feeling that he/she might have when it is hard to make eye contact. This is a not talking activity because it makes it safer for older students to explore and share.

Key I – Activity 4: Communication Tap (page 29)

Materials: Huggtopus

Tips for lesson success:

1. Huggtopus is a great character to teach this Key because you can use one of her "arms" to do the communication tap during role-plays.
2. Teach students to do three gentle taps on the person's shoulder only.
3. If you can predict that a student might not like a communication tap because of sensory sensitivities, say, "Some kids might not like to be touched when someone wants their attention. Raise your hand if you would like your friends to get your attention another way." Show other ways to get another's attention, such as standing in front of them or calling their name again.
4. It is fun and effective to have students sit in a circle sideways all facing the same direction. One person starts the Communication Tap and waits for that person to make eye contact. Continue that as the Tap goes around the circle.

Key I – Activity 5: Practicing Predictable Situations (pages 29-30)

Materials: None

Tips for lesson success:

1. Prompt students to use Key I skills in social situations as they occur throughout the school day.

Kimochis®

Fourth Grade Lesson Sequence

WEEK 7

Key 2: Use a Talking Voice Instead of a Fighting Voice

The Kimochis® Way: Students who can regulate their tone of voice when experiencing upset emotions are more likely to resolve social-emotional problems and maintain healthy relationships. Kimochis® Kids can use a Talking Voice in the heat of an emotional moment.

Kimochis® Vocabulary: Talking Voice, Fighting Voice

Kimochis® Lesson Objectives: Students will be able to:

1. Identify the difference between a Talking Voice and a Fighting Voice.
2. Demonstrate how and when to use a Talking Voice in social interactions.

QUICK REVIEW of Key 1: Students sit at their desks. Give a student a Communication Tap and say, “That’s my seat.” That student makes eye contact and says, “Sorry” and gives a Communication Tap to another classmate. Keep going until all have had a turn.

Key 2 – Activity 1: Talking Voice vs. Fighting Voice (pages 30; 61)

Materials: Cat, Mad, Disappointed, Jealous, Sad, Frustrated, Scared Feelings

Tips for lesson success:

1. Cat is an excellent character to teach Key 2 because she forgets and uses her Fighting Voice.
2. Demonstrate using the characters. For example, make Cat say, “Move” to Cloud with a Talking or Fighting Voice. Students stand when the character makes a Fighting Voice.
3. Tell the students that we will be practicing using our Talking Voices when we are playing and working with our friends. Using the Feelings, brainstorm which feelings challenge students to use a Talking Voice. You can also make this a no talking activity where students just hold and show the Feelings.
4. Consider using the Enhancement #2 (Face and Tone of Voice) described on page 61. This will give students a visual to clarify the concept and a prompt that you can refer to throughout the day.
5. Students can role-play using a Talking Voice in predictable situations such as cutting in line, sitting in another’s seat, asking for something, etc.).
6. You can also teach students to use a Serious Voice when they need “to turn up the seriousness, but not the meanness.” A Serious Voice is slowed down and stretched out, but does not have a fighting tone. Role-play situations where a student might use a Talking Voice to ask a peer to change his/her behavior and it doesn’t work. Tell students it is smart to get help from an adult if this is not successful. This is not tattling.
7. Use Kimochis® characters in role plays and then students can role play on their own.

Key 2 – Activity 2: Boomerang—A Communication Tool to Not Yell Back When Yelled At (Elementary: page 31)

Materials: Cat

Tips for lesson success:

1. When someone yells, your body wants to yell back.
2. This activity gives your students the experience of how choosing a calm verbal and nonverbal response to an unkind interaction can make a situation better.

Kimochis®

Fourth Grade Lesson Sequence

WEEK 8

Key 3: Use a Talking Face and Body Instead of a Fighting Face and Body

The Kimochis® Way: Students who can “read” and use appropriate facial expressions and body language are more likely to resolve social-emotional problems and maintain healthy relationships. Kimochis® Kids can use a talking face and body in the heat of an emotional moment.

Kimochis® Vocabulary: Talking Face and Body, Fighting Face and Body

Kimochis® Lesson Objectives: Students will be able to:

1. Identify the difference between a Talking Face and Body and a Fighting Face and Body
2. Demonstrate how and when to use a Talking Face and Body in social interactions
3. Demonstrate the significance of a good “first impression”

QUICK REVIEW of Key 2: Find upset Feelings (Mad, Sad, Frustrated, Jealous, Embarrassed). Toss a Feeling to students who are willing to share how they have become more aware of their tone of voice and volume.

Key 3 – Activity 1: *Building a Common Language* (page 32)

Key 3 – Activity 2: *Reading Body Language* (page 32)

Materials: Cloud

Tips for lesson success:

1. Cloud is an excellent character to teach Talking Face and Fighting Face because his faces are so visual.

FRUSTRATED – Responsible Activity 2: *Kimochis® Charades* (page 187)

Materials: Huggtopus with Frustrated, Mad, Scared tucked in pouch

Write these phrases on the board: 1) Say what you see, “You look frustrated.” 2) Check it out, “Are you frustrated?”

First Impressions (New!)

Materials: None

1. Talk about how much of our first impression comes from a person’s nonverbal signals.
2. Link the concept of first impressions and how you “come across.” Explain that “coming across” is not necessarily what you are thinking or feeling, but is what people think and feel about you.
3. For example, ask students if they have ever had a negative opinion about someone because of the way their facial expression and body language read. What about shy people? Can they come across as unkind when they are really feeling shy?
4. Invite students to share ways they “come across” that do not reflect how they really feel. Get the conversation started with this prompt, “I can sometimes come across as____” (know it all; overly competitive; bossy; mean; quiet; disinterested; etc).
5. At a future class meeting, invite students to share first impressions they may have had that were not accurate. For example, “I thought someone was unfriendly, but really they are just a bit shy.” Likewise, have students share any new awareness about their own body language. Ask them if they have made any conscious adjustments, such as making sure to make eye contact, or smile, etc.

Kimochis®

Fourth Grade Lesson Sequence

WEEK 9

Key 3: Use a Talking Face and Body Instead of a Fighting Face and Body

The Kimochis® Way: Students who use nonviolent communication tools can more peacefully resolve social-emotional conflicts. Kimochis® Kids use their talking hand or Stop hands in the heat of an emotional moment.

Kimochis® Vocabulary: Talking Hand, Stop Hands

Kimochis® Lesson Objectives: Students will be able to:

1. Demonstrate how to use a Talking Hand and Stop Hands
2. Use a Talking Hand and Stop Hands to peacefully resolve social-emotional conflicts
3. Use skills to demonstrate assertiveness with peers

QUICK REVIEW of Key 3: Toss the Surprised Feeling to students who are willing to share how last week's lesson on First Impressions is creating a new awareness of self and others.

Key 3 – Activity 4: Talking Hand to Request Objects (page 34)

Materials: Cloud

Tips for lesson success:

1. Be sure that all teachers are using the same common language so students are hearing similar prompts throughout the school and using the same language with each other (some say “Asking Hand”).

Key 3 – Activity 5: Stop Hands (page 35)

Materials: None

Tips for lesson success:

1. Demonstrate placing your hands close to your body near your face when modeling the Stop Hands.
2. Students often want to put their hands out in front of them. This is less effective in sending a “serious” message because it might appear threatening.
3. Don't be afraid to coach and help each student learn to use their hands in a way that really lets others know they are setting a limit!
4. Practice the Stop Hands numerous times as a group first and then individually.
5. Use prompting frequently to help students learn this skill.
6. Students who are more socially challenged will need extra guidance to learn and generalize this skill.
7. Provide positive feedback when students use the Stop Hands correctly.
8. Remind students that setting a limit means, “I am asking you to stop a behavior,” not, “I don't like you.”

MAD – Responsible Activity 2: Sending an “I Mean It” Message Without Being Mean (page 143)

Materials: Cloud

Tips for lesson success:

1. It is important to teach and practice all three parts of this strategy.
2. Teach students how to use a “Serious Face.” Also model taking a step back as a way to cool down. This also gives a visual and tactile way to make a “boundary.”

Kimochis®

Fourth Grade Lesson Sequence

WEEK 10

Key 4: Choose Helping Words Instead of Hurtful Words

Kimochis® Concepts: When students use helpful words and avoid hurtful words, a positive school climate is created. Kimochis® Kids use helpful words to peacefully resolve social-emotional conflicts.

Kimochis® Vocabulary: Helping Words, Hurtful Words

Kimochis® Lesson Objectives: Students will be able to:

1. Identify the difference between helping and hurtful words
2. Demonstrate how to repair hurtful moments
3. Show how to give and receive a Knowing Look to discourage hurtful behavior

QUICK REVIEW of Key 3: Students who wish to practice the Talking Hand put a pencil on their desk. Walk up and grab it, student uses a Talking Hand. Practice the Stop Hands by walking around the room and invading their space (be sure that students volunteer first).

Key 4 – Activity 2: Loaded Words (Elementary on pages 36-37)

Materials: Mad, Sad, Frustrated, Cranky, Jealous Feelings

Tips for lesson success:

1. Cloud is used in this teaching activity, but Lovey Dove is also a good Kimochis® character to remind students to use “helping words.”

CRANKY – Responsible Activity 1: Oops That Came out Wrong (page 205)

Materials: Cat

Tips for lesson success:

1. Remind students that they can try to get out of cranky moods. Brainstorm what might help them (take a walk, read a book, listen to music, play with the dog, tell people you feel cranky, etc.)

The Knowing Look (New!)

Materials: None

1. Tell students that sometimes we all need to re-do a hurtful way of communicating.
2. Suggest that the class agree to simply give a Knowing Look when someone speaks in a hurtful way (make friendly eye contact and shake your head slightly to communicate, “Hey, don’t do that”). This gesture will remind classmates to re-do the moment in a shame-free way. No questions asked!
3. Role-play by asking a student to say “Move” in an unkind way. Model The Knowing Look to communicate, “You are nice, but that did not come out very nicely.” This is the signal to ask the person to re-do the moment without shaming them. This tool helps with hurtful and bullying behavior.
4. Ask the student who was loud and hurtful how they felt when you responded with The Knowing Look.
5. Ask who would like to practice. Role-play by talking to one of them in a hurtful way. “Stop, that’s not nice.” Then redo the moment.
6. Wrap-up this activity by asking, “Where and how you use the tool, Knowing Look, in real life?” For example, think about a time at lunch when someone is being unkind. You can bravely give a Knowing Look to encourage your classmate to stop being unkind. Reassure students that it takes courage to redo a moment when someone lets you know your actions or words have been hurtful.

Kimochis®

Fourth Grade Lesson Sequence

WEEK 11

Key 5: Be Brave and Re-do

The Kimochis® Way: Everyone makes communication mistakes that can cause regret and shame. Kimochis® Kids are brave and re-do hurtful moments strengthening relationships and creating a positive school climate.

Kimochis® Vocabulary: Redo, Do-Overs, Take-Backs

Kimochis® Lesson Objectives: Students will be able to:

1. Identify when a redo is needed
2. Demonstrate the ability to redo a hurtful social and emotional moment

QUICK REVIEW of Key 4: Ask students to share what seems to work best to stop others when they are hurtful. The “Knowing Look” is just one communication tool. Create role-plays so students can demonstrate other quick, shame-free ways to stop hurtful behavior.

Key 5 – Take-Backs and Do-Overs (Elementary on page 38)

Materials: Cloud, Hugtopus, Cat, Bug

Tips for lesson success:

1. You can use Bug to show how he might “bug” someone. Then he has to do a “do-over” and apologize.
2. The role-plays or shows will be most effective if you use real-life situations that have happened with your students. Don’t use names, just describe the situation and ask for students to be in the role-play.
3. You can do different shows with all of the Kimochis® characters. Cloud, Cat and Hugtopus are especially good because they make lots of mistakes! Allow students to be goofy and use crazy words as this creates safety and is appealing to older students.
4. Continue to use the word “Ouch” and shake your head to say “No, don’t do that.” throughout the day when you hear a student using hurtful words. It is an effective way to cue the student to apologize and resolve the conflict.

Key 5 – Activity 2: What Feeling Gets the Best of You? (Elementary page 39)

Materials: Mad, Frustrated, Cranky and Sad Feelings; Add Jealous, Left Out and Embarrassed if your students seem to understand the concept.

Tips for lesson success:

1. Students may need some prompting and assistance with this activity.
2. Consider making this a nonverbal activity by asking students to find and show a Feeling rather than talking about one.

Kimochis®

Fourth Grade Lesson Sequence

WEEK 12

Review the Kimochis® Keys to Communication

The Kimochis® Way: When students become fluent using the Kimochis® Keys to Communication in social and emotional moments, they are more able to communicate with respect, responsibility, resiliency, kindness and compassion. Kimochis® Kids can be counted on to handle challenging social-emotional moments with character.

Kimochis® Vocabulary: Communication Tap, Eye Contact, Talking and Fighting Voice, Talking and Fighting Face and Body, Talking Hand, Stop Hands, Helping Words, Hurtful Words, Redo, Do-Overs, Take-Backs

Kimochis® Lesson Objectives: Students will be able to:

1. Use the appropriate Key when needed in social situations and emotional moments

Tips for review:

1. You and your class have now learned the first five Keys to be an effective communicator!
2. You can do a review of the Keys as a lesson or you can review a Key a day.
3. A quick review of a Key can also be a “brain break” from academics.
4. Review a Key as a transitional activity.

Activities for each Key:

Key 1: Students sit at their desks. Give a student a Communication Tap and say, “That’s my seat.” That student makes eye contact and says, “Sorry” and gives a Communication Tap to another classmate. Keep going until all have had a turn.

Key 2: Find upset feelings (Mad, Sad, Frustrated, Jealous, Embarrassed). Pass a feeling to students who are willing to share how they have become more aware of their tone of voice and volume.

Key 3: Students who wish to practice the Talking Hand put a pencil on their desk. Walk up and grab it, student uses a Talking Hand. Practice the Stop Hands by walking around the room and invading their space (be sure that students volunteer first).

Key 4: Ask students to share what seems to work best to stop others when they are hurtful. The “Knowing Look” is just one communication tool. Create role-plays so students can demonstrate other quick, shame-free ways to stop hurtful behavior.

Key 5: Hold the Brave Feeling and share a story of how you were brave to re-do a moment. Students might want to share a moment when they used Key 5. Toss Brave to students who are willing to finish this prompt, “I could be a better communicator if I...”

Kimochis®

Fourth Grade Lesson Sequence

WEEK 13

Left Out Feeling: Getting Included in Games and Conversations

The Kimochis® Way: When students make room for everyone, an inclusive and friendly school climate is created. Kimochis® Kids can use positive communication tools to get themselves included.

Kimochis® Vocabulary: Left Out, Shy, Scared

Kimochis® Objectives: Students will be able to:

1. Identify left out feelings in self and others
2. Use self-regulation tools to manage left out feelings
3. Demonstrate positive, effective ways to get included in play and conversation

QUICK REVIEW of Kimochis Keys: Review the Kimochis® Keys. Put a number of Feelings on the floor in the circle. Ask students to pick a Feeling and tell how they used a Key related to that Feeling. For example, “*I was really mad, but I remembered to use my Talking Voice.*”

LEFT OUT – Introduce the Kotowaza (page 160)

1. *It's always more fun when we make room for everyone*

LEFT OUT – Self-Awareness and Self-Regulation (page 161)

Materials: Bug with Scared, Shy and Left Out Feelings tucked in pouch

Tips for lesson success:

1. Do the first activity under the heading **Communicate** (dot stickers).
2. Be sure to choose a student who can handle being left out to be the one who does not get a dot.

LEFT OUT – Getting Oneself Included (New!)

Materials: Ball

1. Ask students to name what they like to do at recess.
2. Invite students to share their best tips and tricks for joining a game or conversation. Get them started by saying, “*What I do is I...*”
3. Then say, “*Let's learn some communication tools that will raise the odds that kids will let you join them.*”
4. Ask for three students to come up to the front of the room and pass a ball to each other.
5. Walk toward them and stand where you can be easily seen. Smile and tap the shoulder of the student you know best or who is most “likely” to include you. In a friendly voice say, “*That looks fun. Can I please join?*” Say, “*thanks*” after the students make room for you.
6. Call FREEZE. Students name everything you did to *raise the odds* that the kids would include you.
 - Stood where you could be seen.
 - Used a friendly face, body language and tone. (Key 2 & 3)
 - Got attention in a positive way. (Key 1)
 - Strategically asked someone who looked friendly or has included you in the past.
 - Said, “*Thanks*” when the kids said you could play (this creates a positive connection and raises the odds that kids will want you to join in the future).
7. Allow students opportunities to practice using the communication tools above to get in the ball play.

Kimochis®

Fourth Grade Lesson Sequence

WEEK 14

Left Out Feeling: Including Others

The Kimochis® Way: Students who seek to include all, not just close friends, help to create a school community where students have a strong sense of belonging. Kimochis® Kids always take the “time to be kind” and include others.

Kimochis® Vocabulary: Left Out, Shy, Scared

Kimochis® Objectives: Students will be able to:

1. Use their eyes to see and ears to hear when others need to be included
2. Demonstrate the ability to include others who are left out

QUICK REVIEW of getting yourself included: Ask students if they tried to join some friends by using communication tools that would “raise the odds” you would be included.

LEFT OUT – Compassionate and Kind Activity 3: Looking to Include You (pages 170-171)

Materials: Bug, a ball

Tips for lesson success:

1. Use the Kotowaza as a reminder for students: *It’s always more fun when we make room for everyone.*
2. Some students who are more socially challenged may not know the rules or how to play recess games. These students can be paired with a socially confident peer who could teach and guide the student.
3. Make time for “fake recess” and play popular games so students can learn the rules. Also, ask students what “ruins” a game and together brainstorm positive ways to fix these problems.
4. Ask the PE teacher if it is possible to teach and coach the rules of recess games. It would also be helpful to practice kind ways to repair the play when someone is behaving in challenging ways.

LEFT OUT – Compassionate and Kind Activity 4: Want to Join Us? (page 171)

Materials: None

Tips for lesson success:

1. Encourage students to use their eyes to see and ears to hear that others want to be included.

Kimochis®

Fourth Grade Lesson Sequence

WEEK 15

Mad Feeling: Cooling Down

The Kimochis® Way: When students know that it is okay to be mad, but it is never okay to be mean with your tone of voice, face or body language, a climate of calmness and respect will develop. Kimochis® Kids know how to be mad without being mean.

Kimochis® Vocabulary: Mad

Kimochis® Objectives: Students will be able to:

1. Identify mad feelings in self and others
2. Demonstrate how to use Cool Down strategies to express mad feelings in a positive way
3. Show how to warn others when you are mad

QUICK REVIEW of including others in play: Ask students if they included a classmate in play or conversation. Ask, “*How did you do it?*” Ask students to put their heads down (or close eyes if on the floor). Then ask, “*If you have been more inclusive, hold your thumb up. If you have notice others being more inclusive, hold your thumb up.*”

MAD – Introduce the Kotowaza (page 140)

1. *It’s okay to be mad, but it’s not okay to be mean.*
2. Remind students of the Kotowaza before challenging social time

MAD – Self-Awareness and Self-Regulation (page 141)

Materials: Cloud with Mad feeling tucked in pouch

MAD – Respectful Activity 1: Cool Down Mad Feelings (page 142)

Materials: Cloud with Mad Feeling tucked in pouch

Tips for lesson success:

1. After students say what helps them cool down, use Cloud to show how doing a strategy (deep breath, count, etc) can make the mad a little smaller and calmer.
2. Show his mad face, do a cool down strategy. Turn his face halfway to happy.
3. Pull the Mad feeling from his pouch and say, “*I still feel kind of mad, but I am not going to be mean.*”
4. Pass Cloud to students who want to do the same.
5. Enhancement Strategy #9 (Calming Strategies) on page 63 has a list of different calming strategies.

MAD – Respectful Activity 2: Warn People How You Feel (page 142)

Materials: Cloud

Tips for lesson success:

1. Students can hold Cloud and share what helps them the most when they feel mad. For example, “*When I feel mad, I’d like to be alone.*”
2. Create role-plays both asking for what they need and respecting others needs when pretending to feel mad. “*Jackie, I like you, but right now I need to be alone.*”

Kimochis®

Fourth Grade Lesson Sequence

WEEK 16

Mad Feeling: Big Mean Things That Aren't True

The Kimochis® Way: Students predict and practice social-emotional moments that create mad feelings so they have positive communication tools to effectively handle these moments in real life. Kimochis® Kids know how to be mad without being mean.

Kimochis® Vocabulary: Mad, Catch it-Own it

Kimochis® Objectives: Students will be able to:

1. Show different communication tools to manage mad feelings
2. Demonstrate how to use positive tone of voice, facial expression and words when feeling mad
3. Cope with statements that are Big Mean Things That Aren't True

QUICK REVIEW of Mad Feeling: Toss the Mad feeling and ask students to tell how they used their Cool Down strategy to make mad feelings get smaller or go away. Remind students that feelings come and go and Cool Down strategies help us share our feelings in more positive ways so we can feel better more quickly.

MAD – Responsible Activity 4: Catch it, Own It, Redo It (page 144)

Materials: Cloud

Tips for lesson success:

1. Encourage students to use the word, “Oops” when they make a communication mistake.
2. If students don't want to use “Oops,” brainstorm another word or sound they can use to own and repair a mistake.

MAD – Compassionate and Kind Activity 3: Choosing Compassion and Kindness— Big Mean Things That Aren't True (page 146)

Materials: Cloud

Tips for lesson success:

1. This activity can help students to understand times when others say Big Mean Things That Aren't True and what to do about it when it happens.
2. Make a poster for your classroom that says Big Mean Things That Aren't True with an international NO symbol through it.
3. Model how to respond when someone says a Big Mean Thing That's Not True. Show how to bravely and gently ask, “Are you mad at me?” This response might help to make the mad feelings smaller and allow for a more productive conversation that helps to resolve hurt feelings and solve problems.

Kimochis®

Fourth Grade Lesson Sequence

WEEK 17

Brave Feeling:

Trying New Things and Sticking With Hard Things

The Kimochis® Way: Brave is at the heart of the Kimochis® Way! Kimochis® Kids know that brave is not a “superhero feeling” and they can use courage to say and do the right thing in emotional moments.

Kimochis® Vocabulary: Brave, Positive Self-Talk, Negative Self-Talk

Kimochis® Objectives: Students will be able to:

1. Identify brave feelings in self and others
2. Use self-regulation tools to manage brave feelings
3. Demonstrate the use of positive self-talk try new things and stick with hard tasks

QUICK REVIEW of Mad Feeling: Toss the Mad Feeling. Students can share success stories of handling mad feelings in kind ways by not saying a Big Mean Thing That Isn't True.

BRAVE – Introduce the Kotowaza (page 148)

1. *Be brave enough to stand up and speak or sit down and listen.*
2. Use the Bowl of Feelings and ask students to find a Feeling that they might have when it is challenging to follow the Kotowaza.
3. Remind your students that Brave is not a “Superhero” feeling. For example. “Brave means I may be shy, but I can GET myself to ask if I can play.” Brave is at the heart of the Kimochis® Way!

BRAVE – Self-Awareness and Self-Regulation (page 149)

Materials: Bug with Brave Feeling tucked in pouch

Tips for lesson success:

1. Think of examples from your own life as examples of being brave or trying new things. Students love to hear stories about their teachers! Make the stories exciting by adding lots of details. (Some teachers have made up stories; just be sure you remember what you told the kids!)

BRAVE – Compassionate/Kind Activity 3: Brave Talk (page 157)

Materials: Bug, Brave, Excited, Happy, Scared, Uncomfortable, Curious, Proud, Shy Feelings

Tips for lesson success:

1. This activity focuses on trying new things.

FRUSTRATED- Resilient Activity 1: Practicing Perseverance (page 188)

Materials: Huggtopus

Tips for lesson success:

1. This lesson will give your students opportunities to practice self-talk when they are stuck and want to give up.

Kimochis®

Fourth Grade Lesson Sequence

WEEK 18

Brave Feeling: Saying Sorry

The Kimochis® Way: Brave is at the heart of the Kimochis® Way! Kimochis® Kids know that brave is not a “superhero feeling” and they can use courage to say and do the right thing in emotional moments. Being brave is about learning to own mistakes and apologizing when communication mistakes are made that hurt feelings. Kimochis® Kids learn to own their mistakes and apologize in a sincere, truthful way.

Kimochis® Vocabulary: Brave, Sorry, Apologize

Kimochis® Objectives: Students will be able to:

1. Understand when apologies and forgiveness are necessary
2. Apologize with sincerity and truthfulness

QUICK REVIEW of Brave Feeling: Toss the Brave Feeling to a student who is willing to come up and share a story of when they were shy or scared to try something new. Ask them what they said to help get through that tough time.

BRAVE – Resilient Activity 1: Say Sorry (pages 153-154)

Materials: Bug with Brave Feeling tucked in pouch

Tips for lesson success:

1. Only teach Habits 1-5 (see page 154 and below).
2. You may wish to stagger how many communication habits you teach in one day. For example, you can begin by teaching habits 1-3 for saying sorry and add habits 4 and 5 on another day.
3. Make a poster of the 5 Habits to hang in the classroom as quick reference.
4. This lesson can be a good one to use with a buddy class.

5 Habits for Saying Sorry

Habit 1: Apologize Quickly (The quicker you apologize, the quicker you make things right.)

Habit 2: You Have to Mean It (Use a sincere tone of voice.)

Habit 3: Tell Why You are Sorry (Example, “I’m sorry I didn’t wait for you.”)

Habit 4: Give it a Name (Example, “That was mean of me to say that.”)

Habit 5: Make Things Right! (Example, “What can I do to make it better?”)

Kimochis®

Fourth Grade Lesson Sequence

WEEK 19

Brave Feeling: Forgiving Others

The Kimochis® Way: Being brave is also about learning how to forgive when someone hurts your feelings. Kimochis® Kids know how to forgive, be resilient and be generous of heart.

Kimochis® Vocabulary: Brave, Forgive

Kimochis® Objectives: Students will be able to:

1. Understand the importance of forgiving
2. Forgive when others make mistakes that are hurtful

QUICK REVIEW of Brave Feeling: Toss the *Sorry* feeling around the circle and ask students to say “Sorry” in an insincere voice. Do again with a sincere voice. Ask, “Which voice makes you feel the person really does feel sorry?” Use the Feelings to explore what feelings can make people use an insincere face and voice (shy, guilty, embarrassed, etc.).

BRAVE – Resilient Activity 2: I Forgive You (page 155)

Materials: Bug with Brave Feeling tucked in pouch

Tips for lesson success:

1. Teach all five Habits (see pages 155-156 and below).
2. You may want to teach several a day.
3. Make a poster of the 5 Habits to Forgive to hang in the classroom as quick reference.
4. This lesson can be a good one to use with a buddy class.

5 Habits to Forgive

Habit 1: Forgive Quickly (Forgiveness can be something you do easily and quickly.)

Habit 2: Two Wrongs Don’t Make a Right (Don’t try to get back at someone.)

Habit 3: Choose Forgiving Thoughts (Think, “*I know she didn’t mean to do that*” or “*I’ve done things like that before.*”)

Habit 4: Forgive and Forget (Forgiving doesn’t necessarily mean all your hurt feelings will go immediately away.)

Habit 5: Stand up to Repeat Offenders (If someone keeps hurting you, speak up for yourself or get help.)

Kimochis®

Fourth Grade Lesson Sequence

WEEK 20

Silly Feeling:

For Silly To Be Fun, It Has To Be Fun For Everyone

The Kimochis® Way: Everybody likes to have fun. But for silly to be fun, it has to be fun for everyone. Kimochis® Kids know that when silliness goes too far, they can use communication tools to repair those moments.

Kimochis® Vocabulary: Silly

Kimochis® Objectives: Students will be able to:

1. Identify silly feelings in self and others
2. Demonstrate the use of kind and peaceful strategies to set boundaries when peers are too silly or trying to be funny

QUICK REVIEW of Brave Feeling: Ask if any students would be willing to share a time they were able to forgive someone for something they did. Give them the Brave Feeling to hold while they report their experience.

SILLY – Introduce the Kotowaza (page 174)

1. *For silly to be fun, it has to be fun for everyone.*

SILLY – Self-Awareness and Self-Regulation (page 175)

Materials: Huggtopus with Silly Feeling tucked in pouch

SILLY – Compassionate and Kind Activity 2: That’s Not Funny (page 180)

Materials: Mad, Sad, Sorry, Scared, Surprised, Shy Feelings

Tips for lesson success:

1. Be sure to clarify what the phrase “at someone’s expense” means.

SILLY – Compassionate and Kind Activity 4: I’m Just Kidding (pages 181-182)

Materials: None

Tips for lesson success:

1. Emphasize how students must remember to use a Talking Voice, Face and Body.

Kimochis®

Fourth Grade Lesson Sequence

WEEK 21

Silly Feeling:

Know When To Be Silly and When To Be Serious

The Kimochis® Way: Everybody likes to have fun and be silly. But, there are times that everyone needs to stop being silly and be serious.

Kimochis® Vocabulary: Silly, serious, “masking”

Kimochis® Objectives: Students will be able to:

1. Know when to be silly and when to be serious
2. Recognize when they are out of control and bring themselves back
3. Recognize when they might be “masking” their true feeling by being silly or acting crazy

QUICK REVIEW of Silly Feeling: Toss the Silly Feeling. Ask students to share what new awareness they have about jokes, teasing and silliness that can accidentally hurt.

Know when to be Silly and When to be Serious (New!)

1. Even fourth graders continue to have difficulties controlling their bodies and brains and knowing when to settle down to be serious.
2. Although this may seem basic, it can help to make clear boundaries about the silly versus serious times.
3. Brainstorm times to be silly and times to be serious with your students.
4. Make a poster to show times for each.
5. Teachers have found this to be very helpful throughout the day. They can just point to the chart or ask students, “*Is this a time to be silly?*”

SILLY – Responsible Activity 3: Bring Yourself Back (page 177)

Materials: All Kimochis® characters

Tips for lesson success:

1. Use the emotional vocabulary, self-control, prompt and guide your students by reminding them to “bring yourself back.”

Masking Silly Feelings (New!)

Materials: All Kimochis® feelings

1. Students sit in a circle with Feelings in middle. Hold up Silly Feeling. Tell students, “*Sometimes we act silly when we are actually having an upset feeling. We call that ‘Masking our Feelings’ or covering them up.*”
2. Student volunteers select an upset feeling that is often masked with silliness (for example, Sad, Embarrassed or Uncomfortable).
3. Tell students that there is something called “nervous laughter” which is when we laugh, but we are really feeling anxious or upset.
4. This activity can work as a *No talking allowed* activity. Students just show a Feeling rather than telling about it.

Kimochis®

Fourth Grade Lesson Sequence

WEEK 22

Proud Feeling:

I am Happy For You and Happy For Me

The Kimochis® Way: When students have the ability to share pride without bragging, they are encouraged to do their best rather than have to be the best. Kimochis® Kids know how to feel proud of their accomplishments and celebrate successes for themselves and others.

Kimochis® Vocabulary: Proud, success, bragging

Kimochis® Objectives: Students will be able to:

1. Identify proud feelings in self and others
2. Use self-regulation tools to manage expressions of pride without bragging
3. Demonstrate a positive response when peers brag

QUICK REVIEW of Silly Feeling: Reflect on the words, self-control. Ask students if they needed to use self-control over the past week. Ask, “How did it feel to know what to do and say when self-control was needed?”

PROUD – Introduce the Kotowaza (page 218)

1. *I am happy for you and happy for me.*

PROUD – Self-Awareness and Self-Regulation (page 219)

Materials: Lovey Dove with Proud Feeling tucked in pouch

Tips for lesson success:

1. Help your students hear and see how bragging can hurt feelings.

PROUD – Respectful Activity 1: Be Careful Not to Brag (page 220)

Materials: None

Tips for lesson success:

1. Children with social-emotional challenges will struggle to understand the perspectives of others. Use the Lesson Enhancement #4 WHEN-THEN to visually show how bragging words affect the feelings of others.

PROUD – Compassionate and Kind Activity 2: Proud Talk (page 223)

1. This is a powerful activity that focuses on how students can express, listen and manage pride.
2. Writing prompt: Is it more important to do your best or be the best?

**REPLACE THIS PAGE
WITH BLANK COVER STOCK**

Kimochis®

Fifth Grade Lesson Sequence

How to Use the Fifth Grade Lesson Sequence

Getting Started

1. The purpose of Week 1 is to set the tone for a positive school climate in the first week of school. If you start later in the year, you may not need to do the Names activities. However, many teachers are surprised to discover halfway through the school year that their students do not actually know their classmates by name!
2. Some teachers have a 30-45 minute Kimochis® lesson once a week. Others schedule two 15-20 minute lessons twice a week. Do whatever works best for you, your schedule, and your students.
3. Keep the lessons at a consistent and regular time so students know when to expect a Kimochis® lesson (otherwise they may ask you over and over again when they will have another Kimochis lesson!).
4. We suggest teaching lessons on mid-week days (Tuesday, Wednesday, or Thursday). Avoid Monday as these are frequently holidays throughout the school year and the Kimochis® lessons will be missed.
5. A strategic time to implement the Kimochis® lessons is right before recess. This will provide your students immediate practice and review of the Kimochis® skills as they go out to the playground.
6. Consider establishing a routine of a Kimochis® Circle after recess, especially in the beginning of the year, to troubleshoot challenges with peer relationships. The Circle may be used throughout the year as needed and the students will even start to ask for a Circle to work out a challenge.

Implementing Lessons

1. Activities that have a page number indicate that the lesson is located in the curriculum manual, *Kimochis® Feel Guide: Teacher's Edition (2010)*. The steps to complete these activities are not repeated here. Please refer to your curriculum manual for the details. There may be several notes under the heading, *Tips for Lesson Success*. These are just ideas and suggestions from educators to make that specific lesson as successful as possible.
2. When there is a notation that says (New!) that indicates that the activity is not in the *Feel Guide*. The steps to complete this activity are provided in this lesson sequence.
3. We suggest that you use name sticks (all students' names written on popsicle sticks or cards) for turn-taking. Students view this as "fair" and it will help to increase participation for all students. Allow students to pass if a name stick is pulled and the student doesn't want a turn.
4. You are encouraged to follow this lesson sequence. We have found these lessons to be effective, but remember this is not a cookie-cutter program. We encourage you to explore the other lessons included in the *Feel Guide*. As you get comfortable with the lesson pattern, consider adding to your program!
5. At some point during the year, you may see behavioral issues that interfere with learning and positive social interactions. The Behaviors at a Glance section on pages 280-285 is an index of activities that can help address specific behaviors.
6. You can also use a Kimochis® Circle to address specific behavioral issues (see Setting up a Kimochis® Circle on page 166 for more information).

Kimochis®

Fifth Grade Lesson Sequence

Setting up the Kimochis® Lessons

1. Sitting on the floor in a circle is ideal, but not required. Tossing the characters and feelings works best for this age group. A circle also encourages all students to participate.
2. If your students are more comfortable sitting at their desks, that is fine.
3. Please reference your Week Lesson in advance in order to organize the Kimochis® characters and Feelings before starting the lesson. Sometimes it's difficult to find the right Feeling at the right time!
4. Please encourage all students and adults in the classroom to join the lesson by joining in the circle.

Promoting Collaboration

1. If you are a classroom teacher, consider collaborating with the school speech-language pathologist, counselor or social worker. You will each bring a unique level of knowledge to the lessons.
2. Consider how to co-teach the Kimochis® lessons and foster carryover to a variety of social situations throughout the school day.
3. Consider allowing students to create a lesson on a social-emotional issue that is challenging for them. You may be surprised at how well this can work. It is probably best to have the student(s) explain the lesson beforehand so there are no inappropriate surprises!

How to Create a Kimochis® Classroom

Making a Kimochis® Corner (page 47)

1. Many teachers have made a place for the Kimochis® characters and feelings to “live” in the classroom. A Kimochis® Corner does not need to be elaborate or fancy. One teacher and class decided the characters would live on a countertop. Another classroom placed them in a corner of the room with a soft rug and pillows. See page 48 for more ideas.
2. The Kimochis® Corner can be used in different ways. It can be used as a safe place for students to go when feeling upset. The Kimochis® Corner is never used as a “time-out.” It is a place to take a “time-away” to promote relaxation, self-regulation and reflection.
3. Creating a Kimochis® Corner is a fun activity to do collaboratively with your students. One teacher and her students decided to have Kimochis® Corner Monitors as a weekly rotated job for her students. The job was to tidy up the Kimochis® Corner and bring the Kimochis® characters and feelings to a lesson when needed.
4. Don't make a big deal about the Corner and you may be surprised at how this age group uses the characters and Bowl of Feelings. Some may act like it is dumb, but will play with them using silly voices and actions. In reality, this silliness is helping them get in touch with their own personality, temperament and feelings.

Using Kimochis® Journals (pages 50-51)

1. We recommend that students use a Kimochis® Journal. Suggestions on activities on pages 50-51.
2. There are also writing prompts for journals provided at the end of each Feeling Lesson under the *Commitment to Character*. For example, a suggested prompt on a page 146 for the Mad Feeling is “What one action will help you recognize mad feelings?”

Kimochis®

Fifth Grade Lesson Sequence

3. You can also ask students to write their response on a small piece of paper that you collect. You can then read aloud them later as an effective way for students to hear what their classmates have experienced.
4. Ask students to write in their journals once a week after recess. This will give you a “way” to assess how each student is doing socially and emotionally on the playground.
5. Some educators ask students to write in their Kimochis® Journal after a Kimochis® lesson. They may give them a specific prompt or ask students to just write what they are feeling at that moment.

Using a Kimochis® Bowl of Feelings (pages 52–53)

1. Many educators have found that a Bowl of Feelings gets used frequently by the adults and students in the classroom! There are many different ways to use a Bowl of Feelings (pages 52-53). These strategies will help to increase your students’ social-emotional vocabulary, understanding and capabilities.
2. Use the Bowl of Feelings activities for Kimochis® Circles.
3. Keep the Bowl of Feelings in a special place in the classroom.
4. Use the Bowl of Feelings to encourage richer writing.
 - Ask students think of a main character for a story to write.
 - Ask students to think about what will happen to this character (conflict).
 - Students can then find a Kimochis® Feeling to describe the emotion the character will experience in the story.
 - Instruct students to start writing their story using descriptive language to express the character’s feelings.

Implementing Kimochis® Help Notes (page 50)

1. Kimochis® Help Notes are an anonymous way for students to communicate social-emotional issues that are challenging for them. See page 50 for ideas on how to set up Kimochis® Help Notes.

Setting up a Kimochis® Circle

1. A Kimochis® Circle is different than teaching the lessons (even though many are taught sitting in a circle!). A Kimochis® Circle is used to share positive emotional stories and resolve conflicts away from the emotion. For example, have students share stories of times they were brave, happy, loved, or proud. Or, if there is a particular issue your class is struggling with, use a Kimochis® Circle to model through role-playing how to use the Kimochis® Keys to help. Have the students imitate your positive model.
2. Here are a few norms to follow:
 - One person speaks at a time (Students hold a Kimochis® Feeling or character when it is their turn to speak).
 - Students can “pass” if they do not want to speak.
 - Coach students to say “someone,” instead of using a name.
 - Talk about what happened. “*You can be mad, but you cannot be mean.*” (No put downs!)
3. You are the facilitator.
 - Each time review the circle norms listed above.

Kimochis®

Fifth Grade Lesson Sequence

- Name the topic (bullying, excluding, fair play at recess, etc.) or ask for student input. Decide how much time to spend on a topic and get a sense of when problem-solving has occurred.
 - Address problems when they arise, even for 10-15 minutes. This may lead to a quick resolution. By tackling social-emotional problems in-the-moment, academic learning time can be increased.
4. Once a week, the principal, assistant principal, secretary, custodian, yard duty staff or librarian might help to lead a Kimochis Circle. Select a feeling for students to share stories. For example, *“Someone tell me a story about kindness. Someone tell me a story about how you made yourself or someone feel better when feeling sad.”*

Kimochis® Educator’s Portal

1. The Kimochis® Educator’s Portal is an online forum where educators from all over the world can connect and share ideas, ask questions and get advice and the latest news from the Kimochis® team. Useful downloadable items are also available such as Home Links (activities you can send home to reinforce each lesson), coloring sheets, IEP goals, standards alignments and artwork for your school.
2. You can join the Kimochis® Educator’s Portal by going to www.kimochis.com.
3. You will see a map of the world. Choose your location. Click on the red Teachers button on the left side of your screen. This will take you to the Educator’s Portal where you can set up a username and password. Just follow the directions and you can easily become a Portal user.

Fostering Home-School Connections

1. Be sure to check the Kimochis® Educator’s Portal for Home Links that will provide you with activities you can send home to reinforce each lesson.
2. At Back-to-School Night, it might be helpful to provide families with information about how a first grader develops social-emotional skills (see the next page).
3. Reassure parents that most students will both hurt others and have their feelings hurt over the school year. Remind them that students grow and learn from both of these emotional experiences.
4. Tell parents about the Kimochis® program and how you will be providing your students the communication tools needed to navigate the highs and lows of second grade. It can be helpful for parents to hear that it is common for students at this age to have social challenges, such as friends who they have outgrown or having friends who don’t get along with one another.

Social-Emotional Development in Fifth Graders

How Students Grow

Below are some general developmental milestones that can help you to understand the social and emotional progress a fifth grader will make over the school year. Keep in mind that every student is different and may not fit perfectly into this framework.

Where they are:

The average fifth grader has a positive approach to life.

Fifth graders:

- Tend to be obedient, good natured, and fun
- Possess a surprising scope of interest
- Find TV very important and identifies with TV characters
- Are capable of increasing independence
- Are becoming more truthful and dependable
- Tend to be improvising their self-concept and acceptance of others
- Form good personal relationship with teachers and consoles

Where they are going:

In fifth grade, students are developing communication skills and becoming more mature.

Encourage fifth graders as they:

- Improve their listening and responding skills
- Increase their problem-solving abilities
- Begin to undergo maturational changes
- Gain awareness of peer and adult expectations

Kimochis®

Fifth Grade Lesson Sequence

WEEK I

Meet Bug and Learn About Names

Note: This lesson is designed to be implemented in the first week of school to set a positive school climate. This lesson may be too much to complete in one session. You might consider doing the Introduction to the Kimochis lesson on a separate day. The name games are fun to play right before or after a transition.

The Kimochis® Way: A friendly school where everyone uses names is a welcoming place to learn. Hearing your name gives you a feeling of belonging and self-worth. Kimochis® Teachers and Kids set the tone of the year by welcoming everyone at school, not just their friends.

Kimochis® Vocabulary: Bug, Welcome, Happy, Shy, Brave

Kimochis® Lesson Objectives: Students will be able to:

1. Explain why the Kimochis® will be in their class this year
2. Identify Bug and recall some of his characteristics
3. Recognize Happy, Shy and Brave Feelings
4. Use the names of some classmates

Wear Nametags

1. All students wear nametags the first few weeks of school (consider clip-on tags for reuse). Learning names builds connections and promotes friendly feelings.
2. Put a nametag on yourself and Bug!
3. Encourage parents and other volunteers to wear nametags also as even grown-ups want to be known by name and feel welcome.

Introduction to Kimochis® Feelings (New!)

Materials: Mad, Sad, Scared, Shy, Happy, Brave, Kind, Excited, Silly, Frustrated, Curious Feelings in the bag

1. Seat students in circle and hold the bag of feelings. Say, “I have Kimochis® in this bag. Kimochi is a Japanese word. Kimochi is the Japanese word for feeling. Say Kimochi (Key-MO-chi). You just spoke Japanese!” Ask if students know any other Japanese words. Students will naturally want to share other words from different languages—encourage this!
2. Place the Feelings from the bag on the floor in the middle of the circle, word side up.
3. Students take turns naming a feeling they see. Then ask everyone to make a facial expression, body language and sound to express this feeling. Share what might make them have this feeling.
4. Place Feelings back in the center. Ask a student to find a positive feeling (Happy, Brave, Excited, Silly, Curious) that they feel about the upcoming year (“I am excited about our new basketball court”).
5. Explain that all students will have lots of positive or happy feelings with one another. But sometimes, they will also they feel upset with each other.
6. Ask if a student would be willing to find a negative feeling they can predict might occur when working and playing with classmates. Have students share this feeling and their prediction. “I can predict we will feel frustrated if someone does not play games fairly at recess.”
7. Tell students that this year we will be having Kimochis® Lessons and Circles to teach communication skills that help us get along with each other in kind ways. Remind students that all feelings are okay, but

Kimochis®

Fifth Grade Lesson Sequence

it is never okay to be unkind when you feel (hold up a few upset feelings such as sad, mad, frustrated, disappointed, and jealous).

Introduce Kimochis® Bug and His Feelings (pages 16-17)

Materials: Bug with Left Out, Shy and Brave Feelings tucked in his pouch

1. Introduce Bug. Ask a student volunteer (or several students) to read his story on page 16.
2. Pull a name stick. That student secretly takes a feeling out of Bug's pouch. Ask the student to make a facial expression and use body language that matches the Feeling.
3. Classmates try to guess the feeling. Ask students to show what their faces and bodies look like when they have that feeling. Then ask them to make a sound that goes with the feeling.
4. Toss the Feeling to students to share what can create this feeling for them. *"I feel shy when..."*
5. Ask students to take turns sharing their best ideas for making each feeling better or smaller. Ask, *"What is something you can say or do when you feel shy?"* Give suggestions to get them started. For example, *"When I feel shy, I can remember to ask if I can join in the conversation."*
6. Continue the same pattern for all Feelings (Shy, Left Out, Brave).
7. Reassure students that all feelings are okay. Tell students that together we will learn ways to communicate and make things better for ourselves and others when we have left out and/or shy feelings.
8. After the lesson, ask for volunteers to put the Kimochis® characters and Feelings back in the bag. At other appropriate times of the day, let your students interact with them. It is interesting to watch who chooses to interact with them and what they say and do.

Play Name Games

Play one or several of these games as time permits.

1. Kimochis® Feeling Name Game
 - Show the Kind and Friendly Feelings. Explain that we will learn about feelings this year. Pass Friendly Feeling around the room and explain that it is friendly to make eye contact, say "Hi" and the classmate's name. Pass Friendly around the room to give each student practice.
 - Use your Bowl of Feelings for students to choose feelings that can make one not want to make eye contact or send Friendly Signals (for example, Shy Embarrassed, Scared).
2. Interesting Facts Game
 - Give each student an index card. Instruct them to write down three or four interesting facts about him/herself. Examples might include a favorite hobby, pet's name, how many siblings, best thing that happened over the summer, etc.
 - Tell the students not to write their names on the cards.
 - Mix the cards up and hand everyone a card. Students walk around talking with the each other to find the owner of the index card.
 - Students can then introduce the owner of the card by name and by describing his/her interests.
3. Invite the principal (school staff, parents, volunteers) to join your class for name games.

Kimochis®

Fifth Grade Lesson Sequence

WEEK 2

Meet Lovey Dove and Learn How To Give Friendly Signals

The Kimochis® Way: When all students understand and use friendly habits, shy students gain tools to participate academically and socially. Kimochis® Kids are friendly and kind to everyone at school, not just their friends.

Kimochis® Vocabulary: Lovey, Proud, Kind Feelings, Friendly Signals

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Lovey and recall some of her characteristics
2. Recognize the Proud and Kind Feelings
3. Identify, imitate and use several different *Friendly Signals* with peers and adults

Name Tag Reminder: You may want to put a nametag on Lovey Dove! Put one on Turtle Dove, too!

Introduce Lovey Dove and Her Feelings (pages 22-23)

Materials: Lovey Dove with Proud and Kind Feelings tucked in pouch

1. Introduce Lovey Dove. Ask a student volunteer (or several students) to read her story on page 23.
2. Show Lovey's adopted baby, Turtle Dove. Show how she keeps her baby safe under her wing.
3. Pull a name stick. That student secretly takes a feeling out of Lovey's pouch. Ask the student to make a facial expression and use body language that matches the feeling.
4. Classmates try to guess the feeling. Ask students to show what their faces and bodies look like when they have that feeling. Then ask them to make a sound that goes with the feeling.
5. Toss the Feeling to students to share what can create this feeling for them. *"I feel proud when..."*
6. Ask students to take turns sharing their best ideas for making each feeling better. Ask *"What is something you can say or do when you feel proud?"* Give suggestions to get them started. For example, *"When I feel proud, I can remember to not use a bragging voice."*
7. Continue the same pattern for both Feelings.
8. Reassure students that all feelings are okay. Tell students that together we will learn ways to be kind and show our proud feelings in ways that are helpful.
9. After the lesson, ask for volunteers to put the Kimochis® characters and Feelings back in the bag. At other appropriate times of the day, let your students interact with them. It is interesting to watch who chooses to interact with them and what they say and do.

Note About Friendly Signals: Help students understand that using Friendly Signals is both cultural and personal. For example, a person may be shy and does not send Friendly Signals easily. However, this does not mean they are unkind or unfriendly. Once students understand this concept, they are less likely to make "snap judgments" about peers and adults based only on nonverbal signals.

(Continued on next page)

Kimochis®

Fifth Grade Lesson Sequence

Friendly Lesson – Kotowaza (a Kimochis® proverb) (New!)

1. *Friendly faces create friendly places.*
2. Talk about the Kotowaza and what it means to you (give an example from your life).
3. Ask students how their life would be different if people were always friendly to them.
4. Ask students what they can do to create a school that feels like a “friendly place.”
5. Make a Kotowaza poster. Students in the classroom can sign their names to make a commitment to being friendly. They can also draw pictures that show “friendliness.”
6. Join a younger buddy class. The older students can model how to make Friendly Signals.

Teach Friendly Signals (New!)

Materials: None

1. Model the following Friendly Signals one at a time. Encourage the class to repeat them.
 - Smile, Wave, Head Nod, Hello, High Five
2. Invite students to demonstrate other Friendly Signals. Make this fun by being creative. Students can make up new friendly signals.
3. Tap two students in the circle and instruct them to change seats. They each use one of the Friendly Signals listed above. For example, “*Pass one another and give a head nod.*”
4. On the last round, students pass each other, say each others’ names, a greeting and a Friendly Signal.
5. Older students report how this activity alone made such a difference in their confidence and positive feelings at school

Friendly Feelings are Contagious (New!)

Materials: Friendly Feeling, whiteboard, markers

1. Discuss with students how being friendly is a habit that can have a positive ripple effect in the world. Talk about a ripple effect or something catching on that is positive (contagious).
2. Say, “We are going to play *no talking game.*”
3. Look at the student seated to your left and give them one of the friendly signals. This student passes it to the student on their left until the ripple has made it around the circle.
4. Discuss how a smile or friendly signal makes you feel like you want to be friendly back.
5. Play the *hot potato* game with the Friendly Feeling. Toss the Friendly Feeling to a student, saying his/her name paired with a friendly gesture. The point of the game is to keep the “hot potato” (Friendly Feeling) moving as fast as possible. Keep going until the students are ready to stop or get too silly.
6. Write these three starter sentences on your whiteboard. Model how to complete the sentence with your own ideas. Ask students to complete the sentence with their thoughts and feelings as a way to guide them to become a friendly person. Toss the Friendly Feeling to signal whose turn it is to speak.
 - *I am friendly to others because I...*
 - *I can be friendly to others even when....*
 - *When people are friendly to me, it makes me feel...*
 - *When people are friendly to me, it makes me feel...*
 - *Friendly Signals are not always easy to send because... (The answer to this prompt is worth discussing in a Kimochis® Circle. Brainstorm ideas on how to make it safer to give and receive friendliness. It can be embarrassing and hurtful if a student tries to use Friendly Signals and doesn’t get one in return.)*

WEEK 3

Meet Huggtopus and Learn To Be Partnered

The Kimochis® Way: Anyone can be kind and respectful to a partner they like. Kimochis® Kids can be counted on to be kind and respectful to any partner.

Kimochis® Vocabulary: Huggtopus, Silly, Frustrated, Kind, Respectful, Partner

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Huggtopus, tell about her story and recognize Silly and Frustrated Feelings
2. Demonstrate how to greet and accept a partner in a kind and respectful way
3. Demonstrate how to initiate work with a partner

Introduce Huggtopus (pages 19-20)

Materials: Huggtopus with Silly and Frustrated Feelings tucked in pouch

1. Introduce Huggtopus. Ask a student volunteer (or several students) to read her story on page 20.
2. Pull a name stick. That student secretly takes a feeling out of Huggtopus' pouch. Ask the student to make a facial expression and use body language that matches the feeling.
3. Classmates try to guess the feeling. Ask students to show what their faces and bodies look like when they have that feeling. Then ask them to make a sound that goes with the feeling.
4. Toss the Feeling to students to share what can create this feeling for them. *"I feel frustrated when..."*
5. Ask students to take turns sharing their best ideas for making each feeling better or smaller. Ask *"What is something you can say or do when you feel frustrated?"* Give suggestions to get them started. For example, *"When I feel frustrated, I tell myself, 'I can do it.'"*
6. Continue the same pattern for both Feelings.
7. Then point out that Huggtopus only has 6 legs. Say, *"She's different from other octopuses. Do the other octopuses still like her? Is it okay to be different? Huggtopus teaches us to NAME IT or say how we are."*
8. Say, *"Watch Huggtopus."* Make Huggtopus say, *"I have 6 legs."* Say back, *"That's good."*
9. Now name something about yourself that could make you self-conscious, *"I can't swim."* Talk to the students about being okay with who we are. If we tell others about ourselves and what might be different about us, it helps others understand and be kind.
10. Toss Huggtopus to students who want to "name" something about themselves. Often students with disabilities will feel comfortable holding Huggs to say, *"I can't see very well"* or whatever their disability might be.
11. Reassure students that all feelings are okay. Tell students that together we will learn when to be silly and when to be serious. Huggs will also teach us how to make our frustrated feelings smaller Reassure students that all feelings are okay.
12. After the lesson, ask for volunteers to put the Kimochis® characters and Feelings back in the bag. At other appropriate times of the day, let your students interact with them. It is interesting to watch who chooses to interact with them and what they say and do.

(Continued on next page)

Kimochis®

Fifth Grade Lesson Sequence

Being Partnered:

LEFT OUT – Respectful Activity 1: We’re Partners! (page 162)

Note: Being partnered can be complicated and emotional. This activity will give students ways to cope with feelings of fear, excitement, disappointment, sadness, jealousy, and anger related to partnering. These activities will help to create kindness and respect in your classroom.

Materials: All the Kimochis® Feelings

1. Practice these skills frequently and you will find a significant difference in your students’ comfort and respectfulness when placed with a partner.
2. Fifth graders can feel self-conscious when partnered with a student of the opposite gender. In the first round of this activity, place students of the same gender together. Before the second round ask students to make sounds that would make boy and girl partners uncomfortable. Explain to the students that these sounds are “off-limits” because everyone wants to feel safe and secure in our classroom.
3. Brainstorm facial expressions, hurtful words and other hurtful actions that are off limits.
4. End lesson by placing students in boy/girl partners. Reassure students that boys and girls can be friends and how important friendships are. Tell students you expect them to be respectful of all friendships as everyone in school needs to feel safe.

Kimochis®

Fifth Grade Lesson Sequence

WEEK 4

Meet Cloud and Learn How To Find a Partner

The Kimochis® Way: Anyone can be kind and respectful to a partner they like. Kimochis® Kids can be counted on to be kind and respectful to any partner.

Kimochis® Vocabulary: Cloud, Silly, Mad, Sad, Happy

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Cloud, tell about his story and recognize Mad and Sad Feelings
2. Demonstrate how to find a partner in a kind and respectful way
3. Demonstrate how to make sure no one gets left out

Introduce Cloud (page 14-15)

Materials: Cloud tucked with Mad, Sad Feelings

1. Introduce Cloud. Ask a student volunteer (or several students) to read his story on page 15.
2. Pull a name stick. That student secretly takes a feeling out of Cloud's pouch. Ask that student to make a facial expression and use body language that matches the feeling.
3. Classmates try to guess the feeling. Ask students to show what their faces and bodies look like when they have that feeling. Then ask them to make a sound that goes with the feeling.
4. Toss the Feeling to students to share what can create this feeling for them. *"I feel mad when..."*
5. Ask students to take turns sharing their best ideas for making each feeling better or smaller. Ask *"What is something you can say or do when you feel mad?"* Give suggestions to get them started. For example, *"When I feel mad, I count to ten."*
6. Continue the same pattern for both Feelings.
7. Reassure students that all feelings are okay. Tell students that together we will we will learn ways to communicate and make things better for ourselves and others when we have mad or sad feelings.
8. After the lesson, ask for volunteers to put the Kimochis® characters and Feelings back in the bag. At other appropriate times of the day, let your students interact with them. It is interesting to watch who chooses to interact with them and what they say and do.

Finding a Partner:

LEFT OUT – Respectful Activity 2: Finding a Partner (page 163)

Materials: Markers, poster board with Kimochis® Kind Partner Rules: Finding a Partner

1. Make another poster with the Kimochis® Kind Partner Rules: Finding a Partner.
2. Review the Kimochis® Kind Partner Rules from last week's lesson. You can talk about the similarities and differences. Keep both posters posted in the classroom so you can refer to them frequently so students can be set up for success. Students can record these rules in their Kimochis® journal.

Kimochis®

Fifth Grade Lesson Sequence

WEEK 5

Meet Cat and Sort By Kimochis® Characters

The Kimochis® Way: Students continue to understand the Kimochis® characters and feelings. Kimochis® Kids practice patience, kindness and tolerance toward others.

Kimochis® Vocabulary: Cat–Curious, Cranky; Cloud–Happy, Mad, Sad; Bug–Left Out, Brave; Huggtopus–Silly, Frustrated; Lovey Dove–Proud, Hopeful

Kimochis® Lesson Objectives: Students will be able to:

1. Identify Cat, tell about her story and recognize Curious and Cranky Feelings
2. Compare their own personality and temperament to the Kimochis® characters
3. Understand classmate’s personality and temperaments in relation to the Kimochis® characters

Introduce Cat (page 21)

Materials: Cat tucked with Curious and Cranky Feelings

1. Introduce Cat. Ask a student volunteer (or several students) to read his story on page 21.
2. Pull a name stick. That student secretly takes a feeling out of Cat’s pouch. Ask that student to make a facial expression and use body language that matches the feeling.
3. Classmates try to guess the feeling. Ask students to show what their faces and bodies look like when they have that feeling. Then ask them to make a sound that goes with the feeling.
4. Toss the Feeling to students to share what can create this feeling for them. *“I feel cranky when...”*
5. Ask students to take turns sharing their best ideas for making each feeling better or smaller. Ask *“What is something you can say or do when you feel cranky?”* Give suggestions to get them started. For example, *“When I feel cranky, I go outside to get some fresh air.”*
6. Continue the same pattern for both Feelings.
7. Reassure students that all feelings are okay. Tell students that we will learn ways to communicate and make things better for ourselves and others when we have curious or cranky feelings.
8. After the lesson, ask for volunteers to put the Kimochis® characters and Feelings back in the bag. At other appropriate times of the day, let your students interact with them. It is interesting to watch who chooses to interact with them and what they say and do.

Students Sort by Kimochis® Characters (New!)

Materials: All Kimochis® characters

1. Review the personality of each character.
2. Place the Kimochis® characters in different areas of your classroom.
3. Ask your students to *“Go to the Kimochis® character who is. . .”*
 - ...the most like a friend (or relative) of yours
 - ...the one you would like to be more like
 - ...the hardest one for you to get along with
 - ...the easiest one for you to get along with

(Continued on next page)

Kimochis®

Fifth Grade Lesson Sequence

4. You can use one or all of the prompts above.
5. When all students have sorted in various ways, then ask them to go to the Kimochis® character they think they are the most like.
6. Write the following prompts on the board. Ask one students from each group to share a response to the larger group:
 - I am easy to be around because...
 - I can be tricky to be around because....
7. Ask each group to select one person to share to the larger group.
8. Students who wish to share on a personal level hold the character. They share what can be challenging about them to be around. They can share with friends what they would like them to say and do when they are not reacting in a positive way. These are called “agreements.”
9. Go first and share at a personal level. This can be a vulnerable, yet powerful experience for students.
10. Wrap-up by reassuring students that the point of this exercise is to grow in understanding ourselves and each other. This allows us to practice patience and kindness when we are not at our best
11. This sorting activity can be effective and fun to play throughout the school year. You can ask your students to sort themselves in different ways.
12. Your students will be able to come up with additional and creative ways to sort themselves.

Kimochis®

Fifth Grade Lesson Sequence

WEEK 6

Key I: Call Name, Wait for Eye Contact, Give a Communication Tap Before You Speak

The Kimochis® Way: When students learn how to get attention with peers and adults, they create a social-emotional connection that leads to successful outcomes. Kimochis® Kids can initiate conversation and play in positive ways.

Kimochis® Vocabulary: Communication Tap, Eye Contact

Kimochis® Lesson Objectives: Students will be able to:

1. Understand why getting a person's attention in an appropriate way is important
2. Demonstrate how to call a name, wait for eye contact and use a Communication Tap to gain attention

Key I – Activity 3: Call Name and Wait for Eye Contact (page 28)

Materials: None

Tips for lesson success:

1. Some students may find it difficult to make direct eye contact. Don't ever force it. It can help to use a gesture to guide their eyes to your eyes (point with first two fingers to your eyes and then their eyes).
2. There can be cultural differences in the use of eye contact. Never ask students to use eye contact if it is uncomfortable. You can talk about how we use eye contact at school and at home.
3. Place Feelings, word side up, in the center of the circle. Invite anyone who is willing to find a Feeling that he/she might have when it is hard to make eye contact. This is a not talking activity because it makes it safer for older students to explore and share.

Key I – Activity 4: Communication Tap (page 29)

Materials: Huggtopus

Tips for lesson success:

1. Huggtopus is a great character to teach this Key because you can use one of her "arms" to do the communication tap during role-plays.
2. Teach students to do three gentle taps on the person's shoulder only.
3. If you can predict that a student might not like a Communication Tap because of sensory sensitivities, say, "Some kids might not like to be touched when someone wants their attention. Raise your hand if you would like your friends to get your attention another way." Show other ways to get another's attention, such as standing in front of them or calling their name again.
4. It is fun and effective to have students sit in a circle sideways all facing the same direction. One person starts the Communication Tap and waits for that person to make eye contact. Continue that as the Tap goes around the circle.

Key I – Activity 5: Practicing Predictable Situations (pages 29-30)

Materials: None

Tips for lesson success:

1. Prompt students to use Key I skills in social situations as they occur throughout the school day.

Kimochis®

Fifth Grade Lesson Sequence

WEEK 7

Key 2: Use a Talking Voice Instead of a Fighting Voice

The Kimochis® Way: Students who can regulate their tone of voice when experiencing upset emotions are more likely to resolve social-emotional problems and maintain healthy relationships. Kimochis® Kids can use a talking voice in the heat of an emotional moment.

Kimochis® Vocabulary: Talking Voice, Fighting Voice

Kimochis® Lesson Objectives: Students will be able to:

1. Identify the difference between a Talking Voice, Fighting Voice and Serious Voice.
2. Demonstrate how and when to use a Talking Voice in social interactions.

QUICK REVIEW of Key 1: Students sit at their desks. Give a student a Communication Tap and say, “That’s my seat.” That student makes eye contact and says, “Sorry” and gives a Communication Tap to another classmate. Keep going until all have had a turn.

Key 2 – Activity 1: Talking Voice vs. Fighting Voice (pages 30; 61)

Materials: Cat, Mad, Disappointed, Jealous, Sad, Frustrated, Scared Feelings

Tips for lesson success:

1. Cat is an excellent character to teach Key 2 because she forgets and uses her Fighting Voice.
2. Demonstrate using the characters. For example, make Cat say, “Move” to Cloud with a Talking or Fighting Voice. Students stand when the character makes a Fighting Voice.
3. Tell the students that we will be practicing using our Talking Voices when we are playing and working with our friends. Using the Feelings, brainstorm which feelings are challenging for students to use a Talking Voice. You can also make this a no talking activity where students hold and show the Feelings.
4. Consider using the Enhancement #2 (Face and Tone of Voice) described on page 61. This will give students a visual to clarify the concept and a prompt that you can refer to throughout the day.
5. Students can role-play using a Talking Voice in predictable situations such as cutting in line, sitting in another’s seat, asking for something, etc.).
6. You can also teach students to use a Serious Voice when they need “to turn up the seriousness, but not the meanness.” A Serious Voice is slowed down and stretched out, but does not have a fighting tone. Role-play situations where a student might use a Talking Voice to ask a peer to change his/her behavior and it doesn’t work. Tell students it is smart to get help from an adult if this is not successful. This is not tattling.
7. Use Kimochis® characters in role plays and then students can role play on their own.

Key 2 – Activity 2: Boomerang—A Communication Tool to Not Yell Back When Yelled At (Elementary page 31)

Materials: Cat

Tips for lesson success:

1. When someone yells, your body wants to yell back. This activity gives your students the experience of how choosing a calm verbal and nonverbal response to unkindness can make a situation better.

Kimochis®

Fifth Grade Lesson Sequence

WEEK 8

Key 3: Use a Talking Face and Body Instead of a Fighting Face and Body

The Kimochis® Way: Students who can “read” and use appropriate facial expressions and body language are more likely to resolve social-emotional problems and maintain healthy relationships. Kimochis® Kids can use a talking face and body in the heat of an emotional moment.

Kimochis® Vocabulary: Talking Face and Body, Fighting Face and Body

Kimochis® Lesson Objectives: Students will be able to:

1. Identify the difference between a Talking Face and Body, a Fighting Face and Body
2. Demonstrate how and when to use a Talking Face and Body in social interactions
3. Demonstrate the significance of a good “first impression”

QUICK REVIEW of Key 2: Find upset Feelings (Mad, Sad, Frustrated, Jealous, Embarrassed). Toss a Feeling to students who are willing to share how they have become more aware of their tone of voice and volume.

Key 3 – Activity 1: *Building a Common Language* (page 32)

Key 3 – Activity 2: *Reading Body Language* (page 32)

Materials: Cloud

Tips for lesson success:

1. Cloud is an excellent character to teach Talking Face and Fighting Face because his faces are so visual.

FRUSTRATED – Responsible Activity 2: *Kimochis® Charades* (page 187)

Materials: Huggtopus with Frustrated, Mad, Scared tucked in pouch

Write these phrases on the board: 1) Say what you see, “You look frustrated.”; 2) Check it out, “Are you frustrated?”

First Impressions (New!)

Materials: None

1. Talk about how much of our first impression comes from a person’s nonverbal signals.
2. Link the concept of first impressions and how you “come across.” Explain that “coming across” is not necessarily what you are thinking or feeling, but is what people think and feel about you.
3. For example, ask students if they have ever had a negative opinion about someone because of the way their facial expression and body language read. What about shy people? Can they come across as unkind when they are really feeling shy?
4. Invite students to share ways they “come across” that do not reflect how they really feel. Get the conversation started with this prompt, “I can sometimes come across as____” (know it all; overly competitive; bossy; mean; quiet; disinterested; etc).
5. At a future class meeting, invite students to share first impressions they may have had that were not accurate. For example, “I thought someone was unfriendly, but really they are just a bit shy.” Likewise, have students share any new awareness about their own body language. Ask them if they have made any conscious adjustments, such as making sure to make eye contact, or smile, etc.

WEEK 9

Key 3: Use a Talking Face and Body Instead of a Fighting Face and Body

The Kimochis® Way: Students who use nonviolent communication tools can peacefully resolve social-emotional conflicts. Kimochis® Kids use their Talking Hand or Stop Hands in the heat of an emotional moment.

Kimochis® Vocabulary: Talking Hand, Stop Hands

Kimochis® Lesson Objectives: Students will be able to:

1. Demonstrate how to use a Talking Hand and Stop Hands
2. Use a Talking Hand and Stop Hands to peacefully resolve social-emotional conflicts
3. Use skills to demonstrate assertiveness with peers

QUICK REVIEW of Key 3: Toss the Surprised Feeling to students who are willing to share how last week's lesson on First Impressions is creating a new awareness of self and others.

Key 3 – Activity 4: Talking Hand to Request Objects (page 34)

Materials: Cloud

Tips for lesson success:

1. Be sure that all teachers are using the same common language so students are hearing similar prompts throughout the school and using the same language with each other (some say “Asking Hand”).

Key 3 – Activity 5: Stop Hands (page 35)

Materials: None

Tips for lesson success:

1. Demonstrate placing your hands close to your body near your face, palms facing out, fingers spread, when modeling the Stop Hands.
2. Students often want to put their hands out in front of them. This is less effective in sending a “serious” message because it might appear threatening.
3. Don't be afraid to coach and help each student learn to use their hands in a way that lets others know they are setting a limit!
4. Practice the Stop Hands numerous times as a group. Use frequent prompting to use Stop Hands.
5. Students who are more socially challenged will need extra guidance to learn and generalize this skill.
6. Provide positive feedback when students use the Stop Hands correctly.
7. Remind students that setting a limit means, “I am asking you to stop a behavior,” not, “I don't like you.”

MAD – Responsible Activity 2: Sending an “I Mean It” Message Without Being Mean (page 143)

Materials: Cloud

Tips for lesson success:

1. It is important to teach and practice all three parts of this strategy.
2. Teach students how to use a “Serious Face.” Also model taking a step back as a way to cool down. This also gives a visual and tactile way to make a “boundary.”

Kimochis®

Fifth Grade Lesson Sequence

WEEK 10

Key 4: Choose Helping Words Instead of Hurtful Words

Kimochis® Concepts: When students use helpful words and avoid hurtful words, a positive school climate is created. Kimochis® Kids use helpful words to peacefully resolve social-emotional conflicts.

Kimochis® Vocabulary: Helping Words, Hurtful Words

Kimochis® Lesson Objectives: Students will be able to:

1. Identify the difference between helping and hurtful words
2. Demonstrate how to repair hurtful moments
3. Show how to give and receive a Knowing Look to discourage hurtful behavior

QUICK REVIEW of Key 3: Students who wish to practice the Talking Hand put a pencil on their desk. Walk up and grab it, student uses a Talking Hand. Practice the Stop Hands by walking around the room and invading their space (be sure that students volunteer first).

Key 4 – Activity 2: Loaded Words (Elementary pages 36-37)

Materials: Mad, Sad, Frustrated, Cranky, Jealous Feelings

Tips for lesson success:

1. Cloud is used in this teaching activity, but Lovey Dove is also a good Kimochis® character to use.

CRANKY – Responsible Activity 1: Oops That Came out Wrong (page 205)

Materials: Cat

Tips for lesson success:

1. Remind students that they can try to get out of cranky moods. Brainstorm what helps them to move on from a cranky mood (talk a walk, read a book, listen to music, play with the dog etc.)

The Knowing Look (New!)

Materials: None

1. Tell students that sometimes we all need to re-do a hurtful way of communicating.
2. Suggest that the class agree to simply give a knowing look when someone speaks in a hurtful way (make friendly eye contact and shake your head slightly to communicate, “Hey, don’t do that”). This gesture will remind classmates to re-do the moment in a shame-free way. No questions asked!
3. Role-play by asking a student to say “Move” in an unkind way. Model The Knowing Look to communicate, “You are nice, but that did not come out very nicely.” (This is the signal to ask the person to re-do the moment without shaming them.)
4. Ask the student who was loud and hurtful how they felt when you responded with The Knowing Look. They will most likely feel regretful.
5. Ask students who wish to practice this strategy to put their hands on their desk. Then role-play by talking to one of them in a hurtful way. (Say something unkind that you hear them say to each other.)
6. Wrap-up this activity by asking, “Where and how you use the tool, Knowing Look, in real life?” For example, think about a time at lunch when someone is being unkind. You can bravely give a Knowing Look to encourage your classmate to stop being unkind. Reassure students that it takes courage to redo a moment when someone lets you know your actions or words have been hurtful.

Kimochis®

Fifth Grade Lesson Sequence

WEEK 11

Key 5: Be Brave and Re-do

The Kimochis® Way: Everyone makes communication mistakes that can cause regret and shame. Kimochis® Kids are brave and re-do hurtful moments strengthening relationships and creating a positive school climate.

Kimochis® Vocabulary: Redo, Do-Overs, Take-Backs

Kimochis® Lesson Objectives: Students will be able to:

1. Identify when a redo is needed
2. Demonstrate the ability to redo a hurtful social and emotional moment

QUICK REVIEW of Key 4: Ask students to share what seems to work best to stop others when they are hurtful. The Knowing Look is just one communication tool. Create role-plays so students can demonstrate other quick, shame-free ways to stop hurtful behavior.

Key 5 – Take-Backs and Do-Overs (Elementary page 38)

Materials: Cloud, Hugtopus, Cat, Bug

Tips for lesson success:

1. You can use Bug to show how he might “bug” someone. Then he has to do a “do-over” and apologize.
2. The role-plays or shows will be most effective if you use real-life situations that have happened with your students. Don’t use names, just describe the situation and ask for students to be in the role-play.
3. You can do different shows with all of the Kimochis® characters. Cloud, Cat and Hugtopus are especially good because they make lots of mistakes! Allow students to be goofy and use crazy words as this creates safety and is appealing to older students.
4. Continue to use the word “Ouch” and shake your head to say “No, don’t do that.” throughout the day when you hear a student using hurtful words. It is an effective way to cue the student to apologize and resolve the conflict.

Key 5 – Activity 2: What Feeling Gets the Best of You? (Elementary page 39)

Materials: Mad, Frustrated, Cranky, Sad, Jealous, Left Out, Embarrassed Feelings

Tips for lesson success:

1. Students may need some prompting and assistance with this activity.
2. Consider making this a non-verbal activity by asking students to find and show a Feeling rather than talking about one.

Kimochis®

Fifth Grade Lesson Sequence

WEEK 12

Review the Kimochis® Keys to Communication

The Kimochis® Way: When students become fluent using the Kimochis® Keys to Communication in social and emotional moments, they are more able to communicate with respect, responsibility, resiliency, kindness and compassion. Kimochis® Kids can be counted on to handle challenging social-emotional moments with character.

Kimochis® Vocabulary: Communication Tap, Eye Contact, Talking and Fighting Voice, Talking and Fighting Face and body, Talking Hand, Stop Hands, Helping Words, Hurtful Words, Redo, Do-Overs, Take-Backs

Kimochis® Lesson Objectives: Students will be able to:

1. Use the appropriate Key when needed in social situations and emotional moments

Tips for review:

1. You and your class have now learned the first five Keys to be an effective communicator!
2. You can do a review of the Keys as a lesson or you can review a Key a day.
3. A quick review of a Key can also be a “brain break” from academics.
4. Review a Key as a transitional activity.

Activities for each Key:

Key 1: Students sit at their desks. Give a student a Communication Tap and say, “That’s my seat.” That student makes eye contact and says, “Sorry” and gives a Communication Tap to another classmate. Keep going until all have had a turn.

Key 2: Find upset feelings (Mad, Sad, Frustrated, Jealous, Embarrassed). Pass a feeling to students who are willing to share how they have become more aware of their tone of voice and volume.

Key 3: Students who wish to practice the Talking Hand put a pencil on their desk. Walk up and grab it, student uses a Talking Hand. Practice the Stop Hands by walking around the room and invading their space (be sure that students volunteer first).

Key 4: Ask students to share what seems to work best to stop others when they are hurtful. The Knowing Look is just one communication tool. Create role-plays so students can demonstrate other quick, shame-free ways to stop hurtful behavior.

Key 5: Hold the Brave Feeling and share a story of how you were brave to re-do a moment. Students might want to share a moment when they used Key 5. Toss Brave to students who are willing to finish this prompt, “I could be a better communicator if I...” (“...said I’m sorry to my sister,” or “...redid my words with my daughter.”)

Kimochis®

Fifth Grade Lesson Sequence

WEEK 13

Left Out Feeling: Getting Included in Games and Conversations

The Kimochis® Way: When students make room for everyone, an inclusive and friendly school climate is created. Kimochis® Kids can use positive communication tools to get themselves included.

Kimochis® Vocabulary: Left Out, Shy, Scared

Kimochis® Objectives: Students will be able to:

1. Identify left out feelings in self and others
2. Use self-regulation tools to manage left out feelings
3. Demonstrate positive, effective ways to get included in play and conversation

QUICK REVIEW of Kimochis Keys: Review the Kimochis® Keys. Put a number of Feelings on the floor in the circle. Ask students to pick a Feeling and tell how they used a Key related to that Feeling. For example, “*I was really mad, but I remembered to use my Talking Voice.*”

LEFT OUT – Introduce the Kotowaza (page 160)

1. *It’s always more fun when we make room for everyone*

LEFT OUT – Self-Awareness and Self-Regulation (page 161)

Materials: Bug with Scared, Shy and Left Out feelings tucked in pouch

Tips for lesson success:

1. Do the first activity under the heading **Communicate** (dot stickers).
2. Be sure to choose a student who can handle being left out to be the one who does not get a dot.

LEFT OUT – Getting Oneself Included (New!)

Materials: Ball

1. Ask students to name what they like to do at breaks.
2. Invite students to share their best tips and tricks for joining a game or conversation. Get them started by saying, “*What I do is I...*”
3. Then say, “*Let’s learn some communication tools that will raise the odds that kids will let you join them.*”
4. Ask for three students to come up to the front of the room and pass a ball to each other.
5. Walk toward them and stand where you can be easily seen. Smile and tap the shoulder of the student you know best or who is most “likely” to include you. In a friendly voice say, “*That looks fun. Can I please join?*” Say, “*thanks*” after the students make room for you.
6. Call FREEZE. Students name everything you did to *raise the odds* that the kids would include you.
 - Stood where you could be seen.
 - Used a friendly face, body language and tone. (Key 2 & 3)
 - Got attention in a positive way. (Key1)
 - Strategically asked someone who looked friendly or has included you in the past.
 - Said, “*Thanks*” when the kids said you could play (this creates a positive connection and raises the odds that kids will want you to join in the future).
7. Allow students opportunities to practice using the communication tools above to get in the ball play.

Kimochis®

Fifth Grade Lesson Sequence

WEEK 14

Left Out Feeling: Including Others

The Kimochis® Way: Students who seek to include all, not just close friends, help to create a school community where students have a strong sense of belonging. Kimochis® Kids always take the “time to be kind” and include others.

Kimochis® Vocabulary: Left Out, Shy, Scared

Kimochis® Objectives: Students will be able to:

1. Use their eyes to see and ears to hear when others need to be included
2. Demonstrate the ability to include others who are left out

QUICK REVIEW of getting yourself included: Ask students if they tried to join some friends by using communication tools that would “raise the odds” you would be included.

LEFT OUT – Compassionate and Kind Activity 3: *Looking to Include You* (pages 170-171)

Materials: Bug, a ball

Tips for lesson success:

1. Use the Kotowaza as a reminder for students: *It’s always more fun when we make room for everyone.*
2. Some students who are more socially challenged may not know the rules or how to play recess games. These students can be paired with a socially confident peer who could teach and guide the student.
3. Make time for “fake recess” and play popular games so students can learn the rules. Also, ask students what “ruins” a game and together brainstorm positive ways to fix these problems.
4. Ask the PE teacher if it is possible to teach and coach the rules of recess games. It would also be helpful to practice kind ways to repair the play when someone is behaving in challenging ways.

LEFT OUT – Compassionate and Kind Activity 4: *Want to Join Us?* (page 171)

Materials: None

Tips for lesson success:

1. Encourage students to use their eyes to see and ears to hear that others want to be included.

Play Eyes in the Back of your Head (New!)

(If time does not permit, do this activity at a later time).

Materials: None

1. Ask students if they have ever heard someone say, “*I have eyes in the back of my head.*” Talk about this saying. Ask, “*What do you think this means? It means that we have a ‘sense’ that someone is behind us.*”
2. Role play a situation. Select a student to join you in a conversation (about anything).
3. Select another student to stand behind you so you can model “using eyes in the back of your head.” Turn around and say, “Hi!” Then make room for the student and tell them what you are talking about.
4. Select a new student to stand behind the speakers so they can use the “eyes in the back of their head.”
5. Keep the game going until the entire classroom is in the conversation. Wrap-up by encouraging all students to be kind and inclusive. The phrase, “*Take time to be kind*” is a nice reminder. Ask:
 - “How do you feel when kids notice you and invite you to join?”
 - “How do you feel when kids know you are there, but don’t behave in a friendly and inclusive way?”

Kimochis®

Fifth Grade Lesson Sequence

WEEK 15 Mad Feeling: Cooling Down

The Kimochis® Way: When students know that it is okay to be mad, but it is never okay to be mean with your tone of voice, face or body language, a climate of calmness and respect will develop. Kimochis® Kids know how to be mad without being mean.

Kimochis® Vocabulary: Mad

Kimochis® Objectives: Students will be able to:

1. Identify mad feelings in self and others
2. Demonstrate how to use Cool Down strategies to express mad feelings in a positive way
3. Show how to
4. warn others when you are mad

QUICK REVIEW of including others in play: Ask students if they included a classmate in play or conversation. Ask, “How did you do it?” Ask students to put their heads down (or close eyes if on the floor). Then ask, “If you have been more inclusive, hold your thumb up. If you have notice others being more inclusive, hold your thumb up.”

MAD – Introduce the Kotowaza (page 140)

1. *It’s okay to be mad, but it’s not okay to be mean.*
2. Remind students of the Kotowaza before challenging social time

MAD – Self-Awareness and Self-Regulation (page 141)

Materials: Cloud with Mad feeling tucked in pouch

MAD – Respectful Activity 1: Cool Down Mad Feelings (page 142)

Materials: Cloud with Mad feeling tucked in pouch

Tips for lesson success:

1. After students say what helps them cool down, use Cloud to show how doing a strategy (deep breath, count, etc) can make the mad a little smaller and calmer.
2. Show his mad face, do a cool down strategy. Turn his face halfway to happy.
3. Pull the Mad feeling from his pouch and say, “*I still feel kind of mad, but I am not going to be mean.*”
4. Pass Cloud to students who want to do the same.
5. Enhancement Strategy #9 (Calming Strategies) on page 63 has a list of different calming strategies.

MAD – Respectful Activity 2: Warn People How You Feel (page 142)

Materials: Cloud

Tips for lesson success:

1. Students who wish to share can hold Cloud and tell what helps them the most when they feel mad For example, “*When I feel mad I prefer to be alone.*”
2. Create role-plays both asking for what they need and respecting others needs when pretending to feel mad. “*Jackie, I like you, but right now I need to be alone.*”

WEEK 16

Mad Feeling: Big Mean Things That Aren't True

The Kimochis® Way: Students predict and practice social-emotional moments that create mad feelings so they have positive communication tools to effectively handle these moments in real life. Kimochis® Kids know how to be mad without being mean.

Kimochis® Vocabulary: Mad

Kimochis® Objectives: Students will be able to:

1. Show different communication tools to manage mad feelings
2. Demonstrate how to use positive tone of voice, facial expression and words when feeling mad
3. Cope with statements that are Big Mean Things That Aren't True

QUICK REVIEW of Mad Feeling: Toss the Mad feeling and ask students to tell how they used their Cool Down strategy to make mad feelings get smaller or go away. Remind students that feelings come and go and Cool Down strategies help us share our feelings in more positive ways so we can feel better more quickly.

MAD – Responsible Activity 4: Catch it, Own It, Redo It (page 144)

Materials: Cloud

Tips for lesson success:

1. Encourage students to use the word, “Oops” when they make a communication mistake.
2. If students don't want to use “Oops,” brainstorm another word or sound they can use to own and repair a mistake.

MAD – Compassionate and Kind Activity 3: Choosing Compassion and Kindness — Big Mean Things That Aren't True (page 146)

Materials: Cloud

Tips for lesson success:

1. This activity can help students to understand times when others say Big Mean Things That Aren't True and what to do about it when it happens.
2. Make a poster that says Big Mean Things That Aren't True with an international NO symbol through it.
3. Model how to respond when someone says a Big Mean Thing That's Not True. Show how to bravely and gently ask, “Are you mad at me?” This response might help to make the mad feelings smaller and allow for a more productive conversation that helps to resolve hurt feelings and solve problems.

(Continued on next page)

Kimochis[®]

Fifth Grade Lesson Sequence

Managing a “Big Upset” Reaction (New!)

Materials: None

1. Explain that when something happens (like we step on someone’s foot or bump into another) we usually do it by accident. Then the other person overreacts, by yelling, “Ouch, why did you step on my foot?” Help your students to consider that when someone overreacts, it is often fueled by feelings of shock or surprise not anger.
2. Pull a name stick to demonstrate with a student. Ask student to bump into you and model not getting alarmed, but apologizing using a Talking Face and Voice.
3. Reverse roles and pull more name sticks to give students practice.
4. These tools will help students respond in a calm way to resolve the situation more quickly and kindly.

Kimochis®

Fifth Grade Lesson Sequence

WEEK 17

Brave Feeling:

Trying New Things and Sticking With Hard Things

The Kimochis® Way: Brave is at the heart of the Kimochis® Way! Kimochis® Kids know that brave is not a “superhero feeling” and they can use courage to say and do the right thing in emotional moments.

Kimochis® Vocabulary: Brave, Positive Self-Talk, Negative Self-Talk

Kimochis® Objectives: Students will be able to:

1. Identify brave feelings in self and others
2. Use self-regulation tools to manage brave feelings
3. Demonstrate the use of positive self-talk try new things and stick with hard tasks

QUICK REVIEW of Mad Feeling: Toss the Mad Feeling. Students can share success stories of handling mad feelings in kind ways by not saying a Big Mean Thing That Isn't True.

BRAVE – Introduce the Kotowaza (page 148)

1. *Be brave enough to stand up and speak or sit down and listen.*
2. Use the Bowl of Feelings and ask students to find a Feeling that they might have when it is challenging to follow the Kotowaza.
3. Remind your students that Brave is not a “Superhero” feeling. For example. “*Brave means I may be shy, but I can GET myself to ask if I can play.*” Brave is at the heart of the Kimochis® Way!

BRAVE – Self-Awareness and Self-Regulation (page 149)

Materials: Bug with Brave Feeling tucked in pouch

Tips for lesson success:

1. Think of examples from your own life as examples of being brave or trying new things. Students love to hear stories about their teachers! Make the stories exciting by adding lots of details. (Some teachers have made up stories; just be sure you remember what you told the kids!)

BRAVE – Compassionate/Kind Activity 3: Brave Talk (page 157)

Materials: Bug, Brave, Excited, Happy, Scared, Uncomfortable, Curious, Proud, Shy Feelings

Tips for lesson success:

1. This activity focuses on trying new things.

FRUSTRATED- Resilient Activity 1: Practicing Perseverance (page 188)

Materials: Huggtopus

Tips for lesson success:

1. This lesson will give your students opportunities to practice self-talk when they are stuck and want to give up.

Kimochis®

Fifth Grade Lesson Sequence

WEEK 18

Brave Feeling: Saying Sorry

The Kimochis® Way: Brave is at the heart of the Kimochis® Way! Kimochis® Kids know that brave is not a “superhero feeling” and they can use courage to say and do the right thing in emotional moments. Being brave is about learning to own mistakes and apologizing when communication mistakes are made that hurt feelings. Kimochis® Kids learn to own their mistakes and apologize in a sincere, truthful way.

Kimochis® Vocabulary: Brave, Sorry, Apologize

Kimochis® Objectives: Students will be able to:

1. Understand when apologies and forgiveness are necessary
2. Apologize with sincerity and truthfulness

QUICK REVIEW of Brave Feeling: Toss the Brave Feeling to a student who is willing to come up and share a story of when they were shy or scared to try something new. Ask them what they said to help get through that tough time.

BRAVE – Resilient Activity 1: Say Sorry (pages 153-154)

Materials: Bug with Brave Feeling tucked in pouch

Tips for lesson success:

1. Only teach Habits 1-5 (see page 154 and below).
2. You may wish to stagger how many communication habits you teach in one day. For example, you can begin by teaching habits 1-3 for saying sorry and add habits 4 and 5 on another day.
3. Make a poster of the 5 Habits to hang in the classroom as quick reference.
4. This lesson can be a good one to use with a buddy class.

5 Habits for Saying Sorry

Habit 1: Apologize Quickly (The quicker you apologize, the quicker you make things right.)

Habit 2: You Have to Mean It (Use a sincere tone of voice.)

Habit 3: Tell Why You are Sorry (Example, “I’m sorry I didn’t wait for you.”)

Habit 4: Give it a Name (Example, “That was mean of me to say that.”)

Habit 5: Make Things Right! (Example, “What can I do to make it better?”)

Kimochis®

Fifth Grade Lesson Sequence

WEEK 19

Brave Feeling: Forgiving Others

The Kimochis® Way: Being brave is also about learning how to forgive when someone hurts your feelings. Kimochis® Kids know how to forgive, be resilient and be generous of heart.

Kimochis® Vocabulary: Brave, Forgive

Kimochis® Objectives: Students will be able to:

1. Understand the importance of forgiving
2. Forgive when others make mistakes that are hurtful

QUICK REVIEW of Brave Feeling: Toss the *Sorry* feeling around the circle and ask students to say “Sorry” in an insincere voice. Do again with a sincere voice. Ask, “Which voice makes you feel the person really does feel sorry?” Use the Feelings to explore what feelings can make people use an insincere face and voice (shy, guilty, embarrassed, etc.).

BRAVE – Resilient Activity 2: I Forgive You (page 155)

Materials: Bug with Brave Feeling tucked in pouch

Tips for lesson success:

1. Teach all five Habits (see pages 155-156 and below).
2. You may want to teach several a day.
3. Make a poster of the 5 Habits to Forgive to hang in the classroom as quick reference.
4. This lesson can be a good one to use with a buddy class.

5 Habits to Forgive

Habit 1: Forgive Quickly (Forgiveness can be something you do easily and quickly.)

Habit 2: Two Wrongs Don’t Make a Right (Don’t try to get back at someone.)

Habit 3: Choose Forgiving Thoughts (Think, “*I know she didn’t mean to do that*” or “*I’ve done things like that before.*”)

Habit 4: Forgive and Forget (Forgiving doesn’t necessarily mean all your hurt feelings will go immediately away.)

Habit 5: Stand up to Repeat Offenders (If someone keeps hurting you, speak up for yourself or get help.)

Kimochis®

Fifth Grade Lesson Sequence

WEEK 20

Silly Feeling:

For Silly To Be Fun, It Has To Be Fun For Everyone

The Kimochis® Way: Everybody likes to have fun. But for silly to be fun, it has to be fun for everyone. Kimochis® Kids know that when silliness goes too far, they can use communication tools to repair those moments.

Kimochis® Vocabulary: Silly

Kimochis® Objectives: Students will be able to:

1. Identify silly feelings in self and others
2. Demonstrate the use of kind and peaceful strategies to set boundaries when peers are too silly or trying to be funny

QUICK REVIEW of Brave Feeling: Ask if any students would be willing to share a time they were able to forgive someone for something they did. Give them the Brave Feeling to hold while they report their experience.

SILLY – Introduce the Kotowaza (page 174)

1. *For silly to be fun, it has to be fun for everyone.*

SILLY – Self-Awareness and Self-Regulation (page 175)

Materials: Huggtopus with Silly Feeling tucked in pouch

SILLY – Compassionate and Kind Activity 2: That’s Not Funny (page 180)

Materials: Mad, Sad, Sorry, Scared, Surprised, Shy Feelings

Tips for lesson success:

1. Be sure to clarify what the phrase “at someone’s expense” means.

SILLY – Compassionate and Kind Activity 4: I’m Just Kidding (pages 181-182)

Materials: None

Tips for lesson success:

1. Emphasize how students must remember to use a Talking Voice, Face and Body.

Kimochis®

Fifth Grade Lesson Sequence

WEEK 21

Silly Feeling:

Know When To Be Silly and When To Be Serious

The Kimochis® Way: Everybody likes to have fun and be silly. But, there are times that everyone needs to stop being silly and be serious.

Kimochis® Vocabulary: Silly, Serious, Self-Control, Masking

Kimochis® Objectives: Students will be able to:

1. Know when to be silly and when to be serious
2. Recognize when they are out of control and bring themselves back
3. Recognize when they might be “masking” their true feeling by being silly or acting crazy

QUICK REVIEW of Silly Feeling: Pass the Silly Feeling. Ask students to share what new awareness they have about jokes, teasing and silliness that can accidentally hurt.

Know when to be Silly and When to be Serious (New!)

1. Even fifth graders continue to have difficulties controlling their bodies and brains and knowing when to settle down to be serious.
2. Although this may seem basic, it can help to make clear boundaries about the silly versus serious times.
3. Brainstorm times to be silly and times to be serious with your students.
4. Make a poster to show times for each.
5. Teachers have found this to be very helpful throughout the day. They can just point to the chart or ask students, “*Is this a time to be silly?*”

SILLY – Responsible Activity 3: Bring Yourself Back (page 177)

Materials: All Kimochis® characters

Tips for lesson success:

1. Use the emotional vocabulary, self-control, prompt and guide your students by reminding them to “bring yourself back.”

Masking Silly Feelings (New!)

Materials: All Kimochis® feelings

1. Students sit in a circle with Feelings in middle. Hold up Silly Feeling. Tell students, “*Sometimes we act silly when we are actually having an upset feeling. We call that ‘Masking our Feelings’ or covering them up.*”
2. Student volunteers select an upset feeling that is often masked with silliness (for example, Sad, Embarrassed or Uncomfortable).
3. Tell students that there is something called “nervous laughter” which is when we laugh, but we are really feeling anxious or upset.
4. This activity can work as a *No talking allowed* activity. Students just show a Feeling rather than telling about it.

Kimochis®

Fifth Grade Lesson Sequence

WEEK 22

Proud Feeling:

I Am Happy For You and Happy For Me

The Kimochis® Way: When students have the ability to share pride without bragging, they are encouraged to do their best rather than have to be the best. Kimochis® Kids know how to feel proud of their accomplishments and celebrate successes for themselves and others.

Kimochis® Vocabulary: Proud, Success, Bragging

Kimochis® Objectives: Students will be able to:

1. Identify proud feelings in self and others
2. Use self-regulation tools to manage expressions of pride without bragging
3. Demonstrate a positive response when peers brag

QUICK REVIEW of Silly Feeling: Reflect on the words, self-control. Ask students if they needed to use self-control over the past week. Ask, “How did it feel to know what to do and say when self-control was needed?”

PROUD – Introduce the Kotowaza (page 218)

1. *I am happy for you and happy for me.*

PROUD – Self-Awareness and Self-Regulation (page 219)

Materials: Lovey Dove with Proud Feeling tucked in pouch

Tips for lesson success:

1. Help your students hear and see how bragging can hurt feelings.

PROUD – Respectful Activity 1: Be Careful Not to Brag (page 220)

Materials: None

Tips for lesson success:

1. Children with social-emotional challenges will struggle to understand the perspectives of others. Use the Lesson Enhancement #4 WHEN-THEN to visually show how bragging words affect the feelings of others.

PROUD – Compassionate and Kind Activity 2: Proud Talk (page 223)

1. This is a powerful activity that focuses on how students can express, listen and manage pride.
2. Writing prompt: Is it more important to do your best or be the best?