



Social Group: Fourth and Fifth Graders

Getting Started

Implementing Lessons

1. Lessons have been set up to be delivered weekly in a 50 minute session.
2. The pattern for each lesson is the same:
 - Check-In : Review skills learned in last week's session (5 minutes)
 - Activities: Skill building (25 minutes)
 - Role-Plays: Practice skills in predictable social scenarios (10 minutes)
 - Wrap-Up: Review skills learned (5 minutes)
 - Home Practice: Explain practice activities for home (5 minutes)
3. Activities that have a page number indicate that the lesson is in the curriculum guide. Therefore, the steps to complete the activity are not listed in this plan. You will need to refer to the curriculum guide.
4. When there is a **New** notation after an activity that indicates that the activity is not in the curriculum guide. The steps to complete this activity are provided in this lesson plan.

Setting up the Kimochis® Lessons

1. Sitting on the floor in a circle is ideal, but not required. Your children may be more comfortable sitting in chairs in a circle.
2. It helps to organize the Kimochis® characters and feelings before starting the lesson. Sometimes it's hard to find the right feeling at the right time!

Using Kimochis® Journals

1. We recommend that children use a Kimochis® Journal. Suggestions on activities with the Journal are provided on page 50 in the curriculum guide.
2. We have also provided Home Practice activities at the end of each lesson. These are activities where children need to make a journal entry in the

Fostering HomeLink Connections

1. Each lesson has a HomeLink activity that is directly related to the session objectives of that week.
2. Reassure parents that most children will both hurt others and have their feelings hurt as children. Remind them that children grow and learn from both of these emotional experiences.
3. Explain to the parents how you will be providing communication tools that children need to navigate the high and lows of fourth and fifth grade. It can be helpful for parents to hear that children at this age have commonly occurring social challenges, such as being self-conscious and easily insulted.

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Glossary of Kimochis® Vocabulary

Friendly Signals: Communication strategies (both nonverbal and verbal) that communicate friendliness, such as a smile, high five, thumbs up, head nod, wave, short greeting (Hi, Hello, Hey).

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

Talking voice: A talking voice is relaxed, slightly slowed down.

Fighting voice: A fighting voice is loud and abrupt.

Talking face: A talking face is smiling with wide-open eyes.

Fighting face: A fighting face is pinched, mean with squinty eyes.

Talking body: A talking body is open and relaxed.

Fighting body: A fighting body is tight and tense.

Redo, Do-overs: Bravely redoing (or doing it over) when you make a communication mistake that causes a hurtful social or emotional moment

Take-backs: Taking back a hurtful social or emotional moment

Name it: Say or talk about how you are talking. For example, “*I know I am using a fighting voice.*”

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

Raise the odds: This saying is used with Kimochis® Kids to help them understand that when they use effective communication tools that they will most likely have better social and emotional outcomes

Cool Down strategies: These are strategies that children select that will help them calm down when feeling upset emotions. Strategies could include, count to 10; take deep breaths; relax tight muscles in my arms and hands; squeeze a stress ball; knead clay; visualize a peaceful place; rub a smooth stone; wiggle a pipe cleaner; write in my journal; get up and walk; and others.

Standing up for self: It takes courage to be yourself, stand up for what is right, admit you are wrong, make mistakes, tell the truth and express your true feelings.

Stop Hands: Stop Hands are an effective nonverbal communication strategy that sends a message that certain words and/or behaviors are not acceptable in a social interaction.

Serious Face: A serious face is used when sending an “I Mean It” message without being mean; a serious face has wide eyes, raised eyebrows and moves back slightly.

Serious Voice: A serious voice is slow, stretched deliberate-sounding speech paired with a serious face to stay in control when upset and to raise the odds that you will be taken seriously.

Kimochis® Characters

Character	Name	Temperament	Helps us learn to:
	Cloud	• Happy • Unpredictable • Quick to snap	• Regulate tone of voice, facial expression, body language, words and actions • Feel mad without being mean
	Bug	• Thoughtful and cautious • Afraid of change • Shy and reluctant	• Take positive social and academic risks • Use positive self-talk • Be brave and overcome fears
	Huggtopus	• Very affectionate • Overbearing and can get carried away with her big personality • Unaware of personal boundaries	• Learn about appropriate boundaries • Self-regulate internal and external distractions • Have patience and tolerance
	Cat	• A strong leader • Bossy • Very persuasive	• Apologize and forgive • Make safe, wise, kind choices • Manage cranky feelings
	Lovey Dove	• Sweet and nurturing • A successful problem-solver • A peacemaker • A worrier	• Share pride without bragging • Celebrate others' accomplishments • Overcome discouragement • Move through worried feelings



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WEEK I

Friendly Faces create Friendly Places!

The Kimochis® Way: Hearing your name gives you a feeling of belonging and self-worth. When the world knows you by name and gives you friendly signals such as smiles, waves etc., one gets a strong feeling of self-worth. Socially-challenged children can feel reluctant and scared to behave in inclusive and friendly ways because they know they run the risk of being rejected. Kimochis® Kids are friendly and kind to everyone at school, not just their friends.

Kimochis® Vocabulary: Names, Kind, Friendly, Friendly Signals, Communication Tap

Kimochis® Lesson Objectives: Children will be able to:

1. Demonstrate how to say Hi and use a peer's name in a greeting
2. Identify and imitate several different *Friendly Signals*
3. Demonstrate how to use *Friendly Signals* in social interactions with peers and adults
4. Understand why getting a person's attention in an appropriate way is important
5. Demonstrate how to call a name, wait for eye contact and use a communication tap to gain attention

Skill-Building Activities

Activity #1: Create Name Tags - New (10 minutes)

Materials; Music, name tags, markers

1. Turn on some soft music.
2. Ask children to print their name on the upper portion of the name tag. They can then draw three objects that represent who they are on the bottom portion of the tag. After completing the activity, ask children to give their names and explain what they drew on their tag (i.e. "My name is Jess. I drew a sailboat, a dolphin, and a paint brush.")
3. Explain the importance of knowing one another's names and using each others' names when we communicate. It creates stronger connection than just saying, "Hey you."

Activity #2: Friendly Signals - New (5 minutes)

Materials: *Friendly, Shy, Uncomfortable, Brave* feelings

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 children to demonstrate other friendly signals. Make this fun by being creative.
3. Tap two children 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, children pass each other. This time they say each others' names, a greeting and a *Friendly Signal*.

Note: Help the children to 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 that person is unkind or unfriendly. Once children understand this concept, they are less likely to make "snap judgments" about peers and adults based only on nonverbal signals.



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Activity #3: Friendly Feelings are Contagious - New (5 minutes)

Materials: *Friendly feeling*

1. Discuss 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 children that this is a *no talking allowed* game.
3. Look at the child seated to your left and give him/her one of the *Friendly Signals*. This child passes it to the child on his/her 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 child, 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 children are ready to stop.

Activity #4: Change Seats with Communication Tap - New (5 minutes)

Materials: None

1. Begin by explaining, “*There is a polite and friendly way to get someone’s attention before you speak. Who can show or tell me some impolite and unfriendly ways to get someone’s attention? Today I am going to show you a tool called Communication Tap. Basically, you tap someone’s shoulder and wait for eye contact before you speak. When you do this, the person has more chance of hearing what you need or want.*”
2. The first child taps a peer’s shoulder to communicate, I want your seat. (Communicated only by the tap, no talking allowed). This student now taps another student and takes their seat.
3. Game ends when all have exchanged seats. Ask children where the communication tap might come in handy in the classroom.
4. Brainstorm with children about other scenarios where this strategy could be used. For example, when someone is in your way or cuts you in line.

Activity #5 Ouch...That was Unfriendly - New (5 minutes)

Materials: *Mad, Sad, Jealous, Uncomfortable, Surprised, Shy, Embarrassed, Scared, Left out feelings*

1. Place the Kimochis® feelings in the center of the circle with the words face up.
2. Invite the children to choose a feeling. Ask a child volunteer to finish this communication prompt, “*If a person is feeling (name feeling), then it can be hard to be friendly.*”
3. Hold up the *Brave* feeling. Ask a volunteer to share why it can take courage to be friendly. Remind children that brave is not a superhero feeling. Rather, it means that you feel uncomfortable, shy, or embarrassed, and you must “get” yourself to be friendly anyway. This courage shows that you value being a friendly person.
4. Ask children, “*When you are friendly to someone and they are not friendly back, how do you feel?*”
5. Explain that you will tap two children. They will pass one another and exchange seats. One child gives a friendly signal and the other either ignores or is unfriendly back.



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6. When all children have had a turn to send and receive both friendly and unfriendly signals, ask them to:
 - Stand up if you sent a friendly signal
 - Tell or show us what the other person did when you were friendly
 - Choose the feeling that you got when your *Friendly Signal* was not received or was returned with unfriendliness
7. Ask children:
 - “What did this activity make you realize?”
 - “Why do you think some people can’t simply be friendly back?”
8. Tell the children that they get to decide how they want to respond to others. Challenge them to share how they want to BE.
9. Ask,
 - “Do you want to be unfriendly back to someone?”
 - “Do you want to be friendly because that is who you are?”

Role-Plays in Predictable Scenarios (10 minutes)

Activity #1: Practice Gaining Attention in a Positive Way

1. Line children up and you cut in front of each child.
2. Sit or stand in front of each child to block his or her view.

Activity #2: Practice Sending Friendly Signals

1. Put half of the group on one side of room and the other half on other side.
2. Each group is to walk and talk and pass the other group.
3. Challenge them to keep the conversation going with their group and simultaneously send *Friendly Signals* to the other group as they pass one another.

Kimochis® Wrap-Up (5 minutes)

1. Challenge children to name some people in their lives who naturally send *Friendly Signals*. What do they do?
2. What is one thing you learned today that might help you in your real life?

Home Practice (5 minutes)

1. Give each child their own journal. Ask them to decorate it at home over the next week.
2. Challenge children to observe the person they named in the Wrap-Up and write what they noticed about their friendliness.
3. Observe and write about friendliness you notice in your world. Did you see friendliness having a positive effect on the world? Who do you admire for their friendly nature and why? Did anyone find themselves in a situation where they were pressured not to be friendly? If so, what did you say or do to manage this challenging moment?



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WEEK 2

Meet the Kimochis®

The Kimochis® Way: It is important for children to learn about the personality and temperament of each Kimochis® character as a positive way to increase awareness of self and others. In addition, when children develop a rich emotional vocabulary, they can correctly perceive, understand and express feelings in themselves and others. The Kimochis® Way builds a “language of feelings.” Kimochis® Kids understand feelings and are fluent with the “language of feelings.”

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

Kimochis® Lesson Objectives: Children will be able to:

1. Identify characters by name and personalities
2. Label and match a facial expression with corresponding feeling
3. Identify their own personality and temperament
4. Describe social situations that can create each feeling

Kimochis® Check-In (5 minutes)

Activity: Friendly Observations

Materials: *Friendly feeling*

1. Pass *Friendly feeling* around the circle for children to share their observations about friendliness in the world.
 - Did you see friendliness having a positive effect on the world?
 - Who do you admire for their friendly nature and why?
 - Did anyone find themselves in a situation where they were pressured not to be friendly? If so, what did you say or do to manage this challenging moment?

Skill-Building Activities

Activity#1: Meet Kimochis® Characters - Pages 13/23 (10 minutes)

Materials: All Kimochis® characters with associated feelings tucked in their pouches

1. Introduce the characters one at a time by reading their stories (Each character’s story can be found on the following pages; Cloud-15, Bug-17, Huggs-19, Cat-21, Lovey-23).
2. Follow the pattern below for each:
 - Invite children to relate to each character’s personality by saying, “*Cloud loves butterscotch pudding. Nod your head if you like pudding.*”
 - Help children to relate to similarities by noticing their responses. For example, “*I see that Robert, Teresa and Thomas like number 9.*”
3. Prompt children to notice one another’s differences and remind them that having differences is a positive thing.



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- For example, “I see that Joe likes pudding, but Ellie doesn’t. Let’s find out what kind of dessert she likes. Is it okay if we like different things?”
- 4. Introduce the feelings of each character by following the steps below:
 - Pull a feeling from the character’s pouch one at a time.
 - Show matching facial expressions. Ask children to make a face associated with each feeling.
 - Ask, “When do you feel (the feeling pulled)?” Share situations that can create each feeling.
- 5. Remind children that all feelings are okay. Our Kimochis® characters will help us learn what to say and do with our feelings to make things better for everyone.

Activity #2: Children Sort by Character - New (15 minutes)

Materials: All Kimochis® characters

1. Place the Kimochis® characters in different areas of the room.
2. Ask your children to go to the Kimochis® character they believe they are most like.
3. Call FREEZE when all children have sorted.
4. Write the following prompts on poster board, chart paper or on a whiteboard:
 - *I am easy to be around because...*
 - *I can be hard to be around because....*
5. Ask each group to select one person to share to the larger group.
6. Children who wish to share on a personal level can 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.
7. Go first and share at a personal level. This can be a vulnerable, yet powerful experience for children.
8. Wrap-up by reassuring children 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
9. Children can also sort themselves in different ways. For example, “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
10. The children come up with additional and creative ways to sort themselves.

Role-Plays in Predictable Scenarios (10 minutes)

Activity #1: Practice Naming or Saying How You Are

1. Each child sits with the Kimochis® character they are most like. Ask each child to describe something they can say or do that is like the Kimochis® character that can sometimes bother other people. For example, “Huggs can interrupt and so can I.”



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2. Model first how to do this behavior (interrupting), then stop and name it. *“Sorry I interrupted you. I do that a lot.”* Reverse roles for the child to get practice.
3. Ask the children how they can imagine this might help them at school with friends.

Kimochis® Wrap-Up (5 minutes)

1. What is one thing today that you learned that may help you with your friends?
2. Who is one person in your life that you can feel more patience with because of our lesson today?
3. Remind children that people do not usually intend to bother us, but that we might have a hard time managing our feelings.

Home Practice (5 minutes)

1. Ask each child to think of one Kimochis® Character in their head.
2. This week, their job is to notice that character in their own lives and write about in their journal.
3. For example, if I am thinking about Cat, I will try to notice how a person like Cat interacts with his/her friends.



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WEEK 3

Key 2: Use a talking voice instead of a fighting voice

The Kimochis® Way: Children 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: Children 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.

Kimochis® Check-In (5 minutes)

Activity: Review Kimochis characters

Materials: Kimochis® characters tucked with related feelings: Cloud (*Happy, Mad, Sad*), Bug (*Left Out, Shy*), Cat (*Curious, Cranky*), Lovey Dove (*Hopeful, Proud*), Huggs (*Excited, Frustrated*)

1. Each child takes a turn to hold the Kimochis® character that is most like someone they observed this week.
2. Ask, “How was your friend like this character this week?” “Did you say or do anything differently because you now know the Kimochis® characters?” (e.g., You were more patient)

Skill-Building Activities

Activity #1: Talking vs. Fighting Voice - Page 30 (5 minutes)

Materials: Cat, *Mad, Disappointed, Jealous, Sad, Frustrated, Scared* feelings

Tips for lesson success:

1. Cat can teach children this Key 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. Children stand when the character makes a fighting voice.
3. Tell the children 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 children to use a talking voice.
4. Consider using the Enhancement #2 (Face and Tone of Voice) described on page 61. This will give children a visual to clarify the concept and a prompt that you can refer to throughout the day.

Activity #2: Boomerang-A Communication Tool to Not Yell Back When Yelled At - Page 31/Elementary (10 Minutes)

Materials: Cat

Tips for lesson success:

1. This activity gives your children the experience of how choosing a calm verbal and nonverbal response to an unkind interaction can make a situation better.



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Activity #3: Pass the Kimochis® - New (5 minutes)

Materials: Cat, Cloud, Huggs, Bug, Lovey

1. Sit children in a circle. Tell them that there will be 5 rounds of Pass the Kimochis®.
2. Children pass Cat around the circle. Say STOP. The student who is holding Cat stands.
3. Children can choose to say a phrase in either a fighting or talking voice using Cat.
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.

Activity #4: Oops That Came out Wrong - Page 205 (10 Minutes)

Materials: Cat

Tips for lesson success:

1. Remind children that they can try to get out of cranky moods.
2. Brainstorm with children what helps them to move on from a cranky mood (talk a walk, read a book, listen to music, play with the dog, name how you are feeling so people around you are tolerant and patient).

Role-Plays in Predictable Scenarios (10 minutes)

Activity #1: Practicing How to Redo a Moment When You Use a Fighting Voice

Materials: Upset feelings

1. Invite each child to choose an upset feeling pillow.
2. Ask each child to think of a real situation that could create this feeling at home or at school.
3. Hold up the feeling and take the first turn. Use a fighting voice, but redo the moment by saying, *"Sorry I yelled I was feeling (mad)"*. Then start again using a talking voice.
4. Reverse roles so the children can practice.

Kimochis® Wrap up (5 minutes)

1. Invite each student to select the feeling that is most challenging to monitor their tone of voice when feeling upset. For example, for some children it may be jealousy while for others it could be anger.
2. Ask children to share one thing that might help them with friends and family.

Home Practice (5 minutes)

1. Ask children to write about one person in their lives who they admire for using a talking voice when they are feeling upset.
2. Does their ability to monitor their tone of voice help them resolve upset feelings and problem solve? Children can also observe their own ability to monitor their voice.



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WEEK 4

Key 3: Use a talking face and body instead of a fighting face and body

The Kimochis® Way: Children 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: Children 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. Show an understanding of why rolling eyes can interfere with communication

Kimochis® Check-In (5 minutes)

Activity: Monitoring Tone of Voice

1. Pass the *Proud* feeling to children who wish to share a time they proudly monitored their tone of voice when they felt upset this week.
2. Pass the *Kind* feeling to children who wish to share observations about people they witnessed who were able to maintain a talking voice even when upset. Tell children that the ability to feel upset, but still speak in a kind way is “kindness in action.”

Skill-Building Activities

Activity #1: Reading Body Language - Page 32 (10 minutes)

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.

Activity # 2: Kimochis Charades - Page 187 (15 Minutes)

Materials: Hugs with *Frustrated*, *Mad*, *Scared* tucked in pouch

Write these phrases where all children can see them;

- 1) Say what you see, “You look ...”
- 2) Check it out, “Are you ...?”

Tips for lesson success:

1. Using word “accident” helps children to understand that we all make communication mistakes and that we might misread a nonverbal message.



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Activity #3: Don't Roll Your Eyes - New (10 minutes)

Materials: Kimochis® feeling pillow

1. Place feelings in center of circle. Roll your eyes and ask for volunteers to choose a feeling that might make a person want to do this (*Mad, Embarrassed, Sad, Jealous, etc.*).
2. Explain that it is much more effective to tell someone how you are feeling rather than show them in an unkind way by rolling your eyes.
3. Hold the *Mad* feeling and turn to the child on your left. Roll your eyes. Then redo by saying, "Sorry I rolled my eyes. I am feeling mad." Now pass the *Mad* feeling to that child so he/she can turn to the child on the left and do the same.
4. Keep the game going until everyone has had a turn to hold the *Mad* feeling, roll their eyes and then catch themselves by saying what they are feeling.
5. Next, give the child on your right the *Frustrated* feeling pillow. S/he rolls his/her eyes at you so you can model using your talking face and voice. Ask, "Are you upset with me?" The child admits to feeling frustrated. Then model how to ask, "Why are you frustrated?" Pass *Frustrated* and continues the game around the circle.
6. Ask children how it would be different if everyone agreed to tell how they were feeling rather than rolling eyes.

Role-Plays in Predictable Scenarios (10 minutes)

Activity #1: Practicing How to Say What You See and Check It Out

Materials: Upset feelings

1. Invite each child to choose an upset feeling pillow and create a scenario that could create this feeling.
2. This child gets to invite others to join his/her role play. The person who creates the role play gets to take the role of feeling upset. The other child is to notice the feeling and use today's communication tool (Say what you see and check it out. "You look angry. Are you feeling angry?").

Kimochis® Wrap-Up (5 minutes)

1. Allow each child to choose a feeling. Ask them to hide the feeling from the others.
2. Go around the circle and each child makes the body language that depicts the feeling.
3. Wrap up by asking how reading body language might help them at school and/or at home.
4. Invite each child to hold one upset feeling to set the stage for the Home Practice assignment.

Home Practice (5 minutes)

1. Notice the feeling each child selected. Ask children to write the feeling in their journal.
2. Throughout the coming week, ask children to notice what or who triggers this feeling.
3. What does your face and body do when you get this feeling?
4. Do you think this is helpful or do you want to learn other ways to use your body language when you have this upset feeling.



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WEEK 5

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 building character and confidence.

Kimochis® Vocabulary: Redo, Do-overs, Take-backs, Owning it

Kimochis® Lesson Objectives: Children will be able to:

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

Kimochis® Check-In (5 minutes)

Activity: Facial Expressions and Body Language

Materials: Upset feelings

1. Last week, each child selected a feeling that influenced his/her body language patterns. Ask each child to find that feeling, hold it and respond to the following questions:
 - What did you notice you did with your facial expression and body that was helpful?
 - What did you notice you did with your facial expression and body that was hurtful?

Skill-Building Activities

Activity #1: Take Backs and Do-Overs - Page 38 (10 minutes)

Materials: Cloud, Huggs, 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 children. Don’t use names, just describe the situation and ask for children to be in the role-play.
3. You can do different puppet shows with all of the Kimochis® characters. Cloud, Cat and Huggs are especially good because they make lots of mistakes!

Activity #2: What Feeling Gets the Best of You? - Page 39/Elementary (10 minutes)

Materials: *Mad, Frustrated, Cranky Sad, Jealous, Left Out* and *Embarrassed* feelings

Tips for lesson success:

1. Children may need some prompting and assistance with this activity.



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Activity #3: Owning Up, Page 151 (5 minutes)

Materials: *Scared, Sorry, Uncomfortable, Guilty, Embarrassed, Sad* feelings

Tips for lesson success:

1. The language “Owning up” may be a hard concept for some children to understand. Explain that it means really means taking responsibility for your actions.

Role-Plays in Predictable Scenarios (10 minutes)

Activity #1: Practicing How to Redo the Moment

Materials: *Jealous, Disappointed, Frustrated, Mad, Sad, Uncomfortable, Cranky* feelings

1. Invite each child to choose an upset feeling pillow. The child that has the feeling pillow will be the producer and director of their role play. In addition, that child will be the one that does not use good communication to express this emotion.
2. Tell each child to think of a situation with a parent, friend, or sibling that can create this feeling. When they can picture this situation, tell them to put their hand on their head.
3. Choose children as they are ready to produce and direct this role play. Have them set the scene by telling the group:
 - Who they are feeling upset with. For example, parent, friend, sibling
 - Where they are. For example, art school, on playground, at home in the kitchen
4. Children act it out. They make a communication mistake and then show the group how they can bravely re-do the moment.

Kimochis® Wrap-Up (5 minutes)

1. Pass the *Brave* feeling to children who wish to share their awareness of unkind habits they would like to notice and make an effort to redo the moment. For example, “*I would like to stop yelling at my sister when she annoys me.*”
2. What is one thing you learned in our group today that you think might help you at home and at school?

Home Practice (5 minutes)

1. Select one habit you have that you do not like. Try to redo this moment when you notice it happening. For example, not to yell at your sister when she upsets you.
2. Make a journal entry explaining how it felt when you were able to redo a difficult moment.



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WEEK 6

Getting Included and Including Others

The Kimochis® Way: Children 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: Children 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

Kimochis® Check-In (5 minutes)

Activity: Redoing Bad Habits

Materials: *Proud* feeling

1. Pass the *Proud* feeling to children who wish to share their successes and awareness of habits they were able to redo.
2. It can be helpful if you take the first turn to model the way.
3. Remind children that developing one’s communication skills takes a lifetime of awareness, courage and work.

Skill-Building Activities

Activity #1: Introduce the *Kotowaza* for Left Out - Page 160 (5 minutes)

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

Activity #2: Getting Yourself Included - New (10 minutes)

Materials: Ball

1. Ask children to name what they like to do at recess.
2. Invite children to share their best tips and tricks on how they join a game or conversation. Get them started by saying, “*What I do is ...*”
3. Say, “*Let’s learn some communication tools that will raise the odds that kids will let you join.*”
4. Ask for three children to volunteer 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 one child who is most “likely” to include you. In a friendly voice say, “*That looks fun. Can I please join?*” Say, “*thanks*” after the children make room for you.
6. Call FREEZE. Children name everything you did to raise the odds would be included.
 - 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
7. Give children a chance to practice using the communication tools to get in the ball play.



Social Group: Fourth and Fifth Graders

Activity #3: Looking to Include You - Pages 170/171 (10 minutes)

Materials: Bug, a ball

Tips for lesson success:

1. Use the Kotowaza as a reminder; *It's always more fun when we make room for everyone.*
2. Some children who are more socially challenged may not know the rules or how to play recess games. Parents or siblings can practice games at home so that a child will be familiar with it at recess.

Activity #4: Play Eyes in the Back of your Head - New (5 minutes)

Materials None

1. Ask if their parents ever say, *"I have eyes in the back of my head."* Talk about this phrase.
2. Ask them if there was candy behind them if they think they would know it without looking. We use these same eyes in the back of our head to be kind and inclusive.
3. Select a student to join you in a conversation.
4. 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.
5. Select a new student to stand behind the speakers so they can use the "eyes in the back of their head."
6. Keep the game going until the entire classroom is in the conversation. Wrap up by encouraging all children to be kind and inclusive. *"Take time to be kind"* is a reminder.
7. Ask children:
 - *"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?"*

Role-Plays in Predictable Scenarios (10 minutes)

Activity #1: Practicing How Get Yourself Included

Materials: 4 Kimochis® Characters tucked with feelings

1. Divide your group into two. Give each group 2 Kimochis® Characters.
2. Instruct the group to have a conversation about the Kimochis® Characters.
3. Once the conversation is going you will be tapping the heads of individuals. This is their signal to politely exit that conversation and join the other group in the best way they know how.
4. Ask children to notice what they liked about the way people come and leave the conversation. Call FREEZE when all children have had a chance to exit and enter a group at least one time.
5. Ask children to share their tips and tricks for success at getting included.
6. Share what you observed that seemed to work well. Give specific examples such as, *"I noticed that when you left a group you went slow, waited for a pause and told your friends where you were going that seems to work. Ask the group what else seemed to work?"*



Social Group: Fourth and Fifth Graders

Kimochis® Wrap-Up (5 minutes)

1. What is one thing you learned in our group today that you think might help you with friendships?

Home Practice (5 minutes)

1. This week challenge yourself to join a conversation or play that you want to join, but may might feel a bit reluctant.
2. Notice how you were able to get into the group.
3. How did you feel about the experience?



Social Group: Fourth and Fifth Graders

WEEK 7

Coping with Upset Feelings

The Kimochis® Way: When children 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 express upset feelings without being mean.

Kimochis® Vocabulary: Mad

Kimochis® Objectives: Children will be able to:

1. Identify mad feelings in self and others
2. Demonstrate how to use Cool Down strategies to cope with upset feelings
3. Show how to warn others when you are upset
4. Understand that hurtful words can be said that are not necessarily true when mad

Kimochis® Check-In (5 minutes)

Activity: Including Others

Materials: *Left Out* feeling

1. Pass the *Left Out* feeling and ask children if they included a classmate in play or conversation over the past week.
2. Ask, “How did you do it? How did it feel? Did other kids seem to notice that you included someone who might always be left out? What did they say?”

Skill-Building Activities

Activity #1: Mad-Self Awareness and Self Regulation - Page 141 (5 minutes)

Materials: Cloud with *Mad* feeling tucked in pouch

Activity #2: Introduce the Kotowaza - Page 140 (5 minutes)

1. *It’s okay to be mad, but it’s not okay to be mean.*

Activity #3: Cool Down Mad Feelings - Page 142 (10 minutes)

Materials: Cloud with *Mad* feeling tucked in pouch

Tips for lesson success:

1. After children 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 children who want to do the same.
5. Enhancement Strategy #9 (Calming Strategies) on page 63 has a list of different calming strategies.



Social Group: Fourth and Fifth Graders

Activity #3: Warn People How You Feel - Page 142 (5 minutes)

Materials: Cloud

Tips for lesson success:

1. Use Cloud as a talking stick. Children hold Cloud and share 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 and right now I need to be alone."*

Activity #4: Choosing Compassion and Kindness: Big Mean Things that aren't True - Page 146 (10 minutes)

Materials: Cloud

Tips for lesson success:

1. This activity can help children to understand times when others say "Big Mean Things that aren't True" and what to do about it when it happens.

Role-Plays in Predictable Scenarios (10 minutes)

Activity #1: Practicing How to Be Mad Without Being Mean

Materials: *Mad* feeling

1. Model one more communication tool before this role play. Show children how to slow and stretch their speech, and widen their eyes to convey a serious tone.
2. Pass the *Mad* feeling to a child who describes a situation that could make him feel mad.
3. This child asks group members to join in a role play. They act out the situation demonstrating how to communicate mad feelings without being mean.
4. Have the group give feedback as about what was effective.

Activity #2: Practicing Staying Calm When Someone Says a Big Mean Thing That Is Not True

1. Ask for volunteers by asking those who wish to practice to put their hands on their lap.
2. Walk up to one volunteer and say a *Big Mean Thing that isn't True*. Prompt children to practice staying calm, and finding out why you are mad and said a *Big Mean Thing*.

Kimochis® Wrap-Up (5 minutes)

1. What is one tool you learned today that will help you communicate in kind ways, even if you are mad?

Home Practice (5 minutes)

1. Write the top 5 things that make you really mad in your journal using this starter sentence: I feel so mad when...
2. Describe one new thing you are going to say and do the next time you have this maddening experience.
3. After you have an opportunity to try out this plan, write about it in your journal.



Social Group: Fourth and Fifth Graders

WEEK 8

Standing Up for Yourself

The Kimochis® Way: Everybody likes to have fun. But sometimes “fun” can be too much and kids need to learn how to make it stop without hurting feelings. Kimochis® Kids know how to stand up for themselves in kind ways.

Kimochis® Vocabulary: Standing up, Stop Hands, Serious Face

Kimochis® Objectives: Children will be able to:

1. Demonstrate the use of kind and peaceful strategies to set boundaries when peers are distracting or out of control
2. Recognize and act on how to walk away from teasing, rudeness and hurtful interactions

Kimochis® Check-In (5 minutes)

Activity: Reflect on Cool Down Strategies

Materials: Upset feelings, *Mad, Sad, Frustrated, Left Out, Cranky, Jealous*

1. Place the feelings in the center of the circle.
2. Ask a volunteer to choose a feeling and describe how s/he used his/her Cool Down strategy to make the upset feeling go away.
3. Children can also share other observations they noticed about how they expressed mad feelings and how they witnessed others doing the same.

Activity #1: Stop Hands - Page 35 (10 minutes)

Materials: None

Tips for lesson success:

1. Demonstrate placing your hands close to your body near your face when modeling the Stop hands.
2. Children 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!
4. Practice the Stop Hands numerous times as a group first and then individually.
5. Use prompting frequently to help children learn this skill.
6. Children who are more socially challenged will need extra guidance to learn and generalize this skill.
7. Provide positive feedback when children use the Stop Hands correctly.
8. Remind children that setting a limit means, “I am asking you to stop a behavior”, not, “I don’t like you.”



Social Group: Fourth and Fifth Graders

Activity #2: Walk away and Ignore Teaching, Rudeness, and Hurtful Interactions - Page 35 (10 minutes)

Materials: None

Tips for lesson success:

1. Have your child tease or bother you so you can model the steps to setting limits. Reverse roles so your child can practice.
2. Stand tall, widen eyes, place hands in stop sign, say, “Stop” using slow, stretched, serious speech, turn and walk away in a confident way (and walk towards someone or a something positive).
3. Explain to the group that if their request to stop is not respected then it is smart to say, “Am I going to have to get a teacher?” Most children learned how to say this with a voice and facial expression that looks like you would rather not have to tell. Most kids say, “I’m telling” which is perceived as tattling and can make the situation worse.

Activity 2: Sending an “I mean it” Message Without Being Mean - Page 143 (5 minutes)

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.”

Role-Plays in Predictable Scenarios (10 minutes)

Activity #1: How to Set a Boundary When Teased

1. Ask each student to tease or bother you in a way that they have either experienced or witnessed. Model how to set a boundary.
2. Reverse roles so children can practice. Allow children the opportunity to “turn up” the seriousness (not the meanness), so they can practice using the teacher warning strategy (“Do I have to get a teacher?”).

Kimochis® Wrap-Up (5 minutes)

1. What is one thing you learned today that you think will help you when people hurt your feelings?

Home Practice (5 minutes)

1. Think of a situation that bothers you between a friend or a sibling. Write it in your journal. Think about what you are doing now to make this situation better.
2. Write about one new idea you will try out that you learned in group this week. If this situation occurs, try your new idea and write about how it worked for you.



Social Group: Fourth and Fifth Graders

WEEK 9 Apologizing

The Kimochis® Way: 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, apologize, forgive

Kimochis® Objectives: Students will be able to:

1. Understand when apologies and forgiveness are necessary
2. Apologize with sincerity and truthfulness
3. Forgive when others make mistakes that are hurtful

Kimochis® Check-In (5 minutes)

Activity: The “I Mean It” Strategy

1. Ask children if anyone had the chance to use the “I Mean It” strategy.
2. Have students share what the situation was and how the strategy worked.
3. Ask how it felt to know you could “turn up the seriousness, but not the meanness.”

Skill-Building Activities

Activity #1: Say Sorry - Pages 153/154 (15 minutes)

Materials: Bug with *Brave* feeling tucked in pouch

Tips for lesson success:

1. Teach the 6 Habits of apologizing:
 - Habit 1: Apologize Quickly
 - Habit 2: You Have to Mean It
 - Habit 3: Tell Why You are Sorry
 - Habit 4: Give it a Name
 - Habit 5: Make Things Right!
 - Habit 6: If at First you Don't Succeed. Try Again

Activity #4: I'm Just Kidding - Page 181 (10 minutes)

Materials: *Sorry, Uncomfortable, Scared, Guilty, Surprised, Embarrassed, Happy, Hurt* feelings

Tips for lesson success:

1. The words, *Just Kidding*, can be very painful for children to hear as it is usually a cover up for feeling regret that you were hurtful.



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Role-Plays in Predictable Scenarios (10 minutes)

Activity #1: Practice How to Handle When Someone Does Not Accept Your Apology Immediately

1. Ask a child to role-play with you and tell him/her to not accept your apology until the third one. Model how to sincerely apologize a first, second and third time.
2. Reverse roles so children can practice giving several apologies.

Kimochis® Wrap-Up (5 minutes)

1. What is one thing you learned today that you believe will help you with friends and family?

Home Practice (5 minutes)

1. Each time you have a chance to apologize, write in your journal about how the apology went for you.
 - Did the person accept your apology?
 - How did you feel about yourself because you were brave enough to apologize for something you regret?
 - Do you notice that this communication skill is appreciated by your friends and family?



Social Group: Fourth and Fifth Graders

WEEK 10

Review of Lessons

The Kimochis® Way: Kimochis® Kids manage emotions with responsibility, respect, resiliency, compassion and kindness as they use their Kimochis® Keys to manage emotions. When they are not successful, they name, own, and redo the moment to make things right.

Kimochis Objectives: Children and families will:

1. Enjoy a wrap-up day to review all the communication skills taught in the group
2. Acknowledge one another for communication growth
3. Plan for improved communication to support and strengthen the parent-child relationship

Skill-Building Activities

Activity #1: Lovey Dove's Nest (10 minutes)

Materials: Yarn and Lovey Dove

1. Place families in a circle either sitting on chairs or on the floor.
2. Start the group by saying, "We learned how important it is to send friendly signals."
3. Start Lovey's nest by saying, "Hi, John" and using one the friendly signals the group learned. Hold the end of the string and toss the ball to John.
4. That child holds the string, says another person's name with a greeting and a friendly signal and tosses the ball of string to that person.
5. This continues until a Friendly Nest out of string has been made for Lovey. Make the nest strong enough to hold Lovey and her Turtle Dove. Place Lovey on the top of the nest. (Young siblings can be invited to go under the nest).
6. Ask participants to share what Lovey's nest has to do with using names and sending friendly signals. For example, you feel comfort when you hear your name.

Activity #2: Someone is Silly (10 minutes)

Materials: Kimochis feeling pillows in the bowl

1. Start this activity by having each participant secretly take a feeling out of the bowl.
2. Ask everyone to hide their feeling. Ask participants to take turns making a facial expression which communicates this emotion. The group tries to guess the emotion.
3. Reinforce with the group how important nonverbal communication is for creating strong, healthy, happy connections.
4. Then play the following game to reinforce tuning into body language (and for fun!).
5. Ask the participants to stand in a circle. Choose one child to be IT. IT leaves the room while you give one child the Silly feeling. Ask them to hide it in their pocket.
6. Invite IT to come back to the room and stand in the center of the rest of circle.
7. The child who has the Silly feeling is to secretly give a silly face to someone in the circle without the IT seeing it.



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8. Tell the participants that when they are sent a silly face, they should say, “*I feel soooo silly!*” They then wiggle down to the floor in a silly way and sit still.
9. The IT’s mission is to guess who is sending the silly faces before everyone is seated. .

Activity #3: Feeling Frenzy (10 minutes)

Materials: Kimochis® characters with equal number of feelings tucked in their pouches

1. Players take turns pulling a feeling from a character and describing what can cause this feeling for others players to guess. They can say, “*I can get this feeling when...*”
2. When the feeling is guessed, the guessed feeling is placed in the middle of the circle.
3. When all the feelings are guessed the players get to have a feeling frenzy. Turn on the music and let the players toss the feelings about until the music stops.
4. When the music stops the kids quickly pick up the feelings as fast as they can, tuck feelings in their characters pouch, and bring them back to the circle.
5. The grown-up describes situations that can create certain feelings. For example, “Who has a feeling one can get when you lose your favorite toy?” (You can simplify this game by making a facial expression rather than using words to describe the feeling.)
6. After each guess the grown up turns on the music for 10 seconds for the child who had the feeling to do a 10 second silly dance to the music.

Activity #4: Kimochis Wrap (20 minutes)

Materials: *Proud, Grateful, Hopeful* feelings

1. Pass the *Proud* feeling around to participants who wish to complete this communication prompt:
 - *I feel proud that when I feel upset I am able to...*
2. Pass the *grateful* feeling around to participants who wish to complete this communication prompt:
 - *I feel grateful that my (son, daughter, parent) is able to let me know their feelings because....*
3. Pass the *hopeful* feeling around to participants who wish to complete this communication prompt:
 - *I feel hopeful that with practice I will get better at (name skill) when expressing my feelings.*



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Kimochis® Social Groups: Home Practice

WEEK 1: Friendly Faces Create Friendly Places!

1. Decorate your journal at home over the next week.
2. Observe the person you named in the Wrap-Up and write what you noticed about their friendliness.
3. Observe and write about friendliness you notice in your world.
 - Did you see friendliness having a positive effect on the world?
 - Who do you admire for your friendly nature and why?
 - Did anyone find themselves in a situation where they were pressured not to be friendly? If so, what did you say or do to manage this challenging moment?

WEEK 2: Meet the Kimochis® Characters

1. Think of one Kimochis® Character in your head.
2. Notice someone who reminds you of that character in your own life and write about in your journal. For example, *if I am thinking about Cat, I will try to notice how a person like Cat interacts with his/her friends.*
3. Consider writing about what they say and do that makes them both easy and challenging to be around. If you like you can add how you kindly and patiently respond to your friend when they are acting in a way that is challenging for you.

WEEK 3: Talking Voice instead of a Fighting Voice

1. Write about one person in your life who you admire for using a talking voice when they are feeling upset.
2. Also observe your own ability to monitor your voice and answer the following question in your journal:
 - Does your ability to monitor your tone of voice help you resolve upset feelings and problem solve?

WEEK 4: Talking Face and Body instead of a Fighting Face and Body

1. Look at the feeling you wrote in your journal during group.
2. Throughout the coming week, notice what or who triggers this feeling.
3. Answer these questions:
 - What does your face and body do when you get this feeling?
 - Do you think this is helpful or do you want to learn other ways to use your body language when you have this upset feeling?



Social Group: Fourth and Fifth Graders

WEEK 5: Be Brave and Redo

1. Select one habit you have that you do not like. For example, maybe you yell easily when feeling upset.
2. Try to redo this moment when you notice it happening. For example, not to yell at your sister when she upsets you.
3. Make a journal entry explaining how it felt when you were able to redo a difficult moment.

WEEK 6: Getting Included and Including Others

1. Challenge yourself to join a conversation or play that you want to join, but may feel a bit reluctant.
2. Write about how you were able to get into the group.
 - How did you feel about the experience?

WEEK 7: Coping with Upset Feelings

1. Write the top 5 things that make you really mad in your journal using this starter sentence: I feel so mad when...
2. Describe one new thing you are going to say and do the next time you have this maddening experience.
3. After you have an opportunity to try out this plan, write about it in your journal.

WEEK 8: Standing Up for Yourself

1. Think of a situation that bothers you between a friend and/or a sibling. Write it in your journal. Think about what you are doing now to make this situation better.
2. Write about one new idea you will try out that you learned in group this week. If this situation occurs, try your new idea and write about how it worked for you.

WEEK 9: Apologizing

1. Each time you have a chance to apologize, write in your journal about how the apology went for you.
 - Did the person accept your apology?
 - How did you feel about yourself because you were brave enough to apologize for something you regret?
 - Do you notice that this communication skill is appreciated by your friends and family?



HomeLink Connection Week 1: Friendly Faces Create Friendly Places!



This week in our Kimochis session, your child learned how important it is to greet someone using their name and a *Friendly Signal*. *Friendly Signals* are communication tools, such as a smile, wave, head nod or saying hello, which build self-awareness, positive feelings and good connections. When we hear our name, we feel special and have a strong feeling of self-worth. *Friendly Signals* are contagious; often when someone sends a *Friendly Signal*, the person who received it gives a *Friendly Signal* back! However, some children may be reluctant and scared to give it a try because they know they risk being rejected. The good news is that children can learn to get in the habit of sending *Friendly Signals* with you and in your community (school, park, grocery store, social activities, etc.).

The following activities will build, strong relationships, positive connections and help your child feel comfortable giving and receiving *Friendly Signals*.

Practice *Friendly Signals* At Home

- Decide as a family to pay attention to *friendliness* this week.
- At mealtime, play the *Friendly No Talking Allowed* game that your child played in group this week.
 - Begin the game by looking at the family member seated to your left. Give that person a friendly signal. This family member then passes it to the next person on their left until the ripple has made it around your dinner table.
- Discuss how a smile or friendly signal makes you feel like you want to be friendly back. Share why sometimes you might feel shy, uncomfortable or reluctant to show friendliness. How do you overcome this so you can connect in friendly ways at your child's school or at your workplace?
- Play the *Sweet and Sour* game while in the car.
 - Children send a *Friendly Signal* to someone in a neighboring car and see if the person sends it back. If they get a *Friendly Signal* back, you say "Sweet.". If you don't, you say, "Sour." Remind your children that some people might not send friendly signals. That does not mean that are mean people. They may be shy or have other reasons that make them less expressive with friendliness.
- Share your own experiences with sending *Friendly Signals*. Were you more friendly than normal and was it a positive experience? Ask family members who they admire for their friendliness?



HomeLink Connection Week 2: Meet the Kimochis® Characters!



This week, your children learned about the distinct personalities and temperaments of each Kimochis® character. The children sorted themselves in a safe and playful way as a positive way to increase an awareness of themselves and the other children in the group. When children talk about their feelings “away from the emotion”, it helps them understand what they can do when they are in that place. When children understand how others struggle to cope with upset emotions, they are developing the social awareness necessary to build strong relationships. As children expand their own awareness and awareness of others, they can learn how to help themselves and others when in the heat of the moment when we are not at our best. We also talked about many different “emotion” words. When children have a rich emotional vocabulary, they can correctly perceive, understand and express feelings in themselves and others.

This sorting activity can give your family a safe, playful way to consider each of your personalities, temperaments and how you tend to behave when emotional. This can be a vulnerable, yet powerful experience for your family. This activity will build self-awareness, self-control, humor and positive connections.

Which Kimochis® Character are You?

- Review the personality of each Kimochis character (see next page). Share thoughts and feelings that come to you. For example, *“I thought of my sister Liz when I heard about Cat.” “I realize I can be like Bug and be so quiet that people do not know what I am thinking or feeling.”*
- Take turns sharing on a personal level. Ask family members to divulge what they think can be challenging about them. You go first. Share with the family by completing the following sentences:
 - *“I am easy to be around because...”*
 - *“I can be hard to be around because....”*
- Give each other acknowledgement for behaviors that are a pleasure to be around. For example, *“That’s so true Matthew. You do get excited and enthusiastic like Huggs. I like watching and hearing you feel so overjoyed!”*
- Create agreements with family members about what you each will say and do when someone is not communicating emotions in a positive way. For example, *“Bradley, I think you know yourself well. It does seem challenging for you to use a talking voice when you are upset. What would you like me and Mom to say or do to help you start over when we hear you yelling?”*

HomeLink Connection

Week 3:

Use a talking voice instead of a fighting voice



This week we talked about the importance of tone of voice in communication. Many kids (and adults) often do not “hear” when they use a fighting voice leading to more yelling. Conversely, children who can regulate their tone of voice when experiencing upset emotions are more likely to resolve social-emotional problems and maintain healthy relationships.

“*He started it!*” Does that sound familiar to you? In a household with children, you have probably very heard one child yelling and the other child yelling back on many occasions! It takes practice and self-control to avoid reacting and remembering to respond with a *talking* tone of voice when someone yells at you or yelling is all around you. The *Boomerang Communication Tool* can help children and adults hear how they sound without shaming or blaming. It can also keep us from yelling back. When you respond to yelling with a gentle tone, you will observe a positive shift in the emotional atmosphere in your home.

Boomerang Communication Tool

- Explain to your family members that you will all practice a communication strategy called *Boomerang*. To teach this you must first do a few things that may seem odd, but will help your family understand how to choose a positive response rather than reacting.
 - Ask your child to gently hold a spoon. Grab it from their grip. Ask him/her, “*What does your body want to do back?*” Kids usually say, “*Grab it back.*”
 - Yell something. Ask your child, “*What do you want to do back?*” “*Yell back*” is usually the response.
 - Acknowledge that it is easy to react negatively and not choose a kind, calm way to handle people who do the wrong thing.
- The *Boomerang* is just a reminder to respond in a composed way to challenging behaviors, such as grabbing, yelling, cutting in front of others. The *Boomerang* is just this: You calmly say your child’s name and then stop talking. For example, “*Jose.*”
- Practice the *Boomerang* by asking family members take turns yelling at each other with common expressions such as:
 - “*That’s mine!*”
 - “*I was there!*”
- The family member who was yelled at can practice by calmly saying the yeller’s name. Ask family members to notice how not yelling back made the situation better or even go away. Family members can role play predictable situations to rehearse their response when in challenging emotional moments.



HomeLink Connection

Week 4:

Use a talking face/body instead of a fighting face/body



This week, we talked about important it is to learn to “read” and understand nonverbal communication. Research shows us that almost 80% of our communication message is sent through facial expressions and body language! Children who can “read” nonverbal communication signals and use appropriate facial expressions and body language are more likely to resolve social-emotional problems and maintain healthy relationships.

When you can practice “reading” and interpreting facial expressions and body language at home, you are building your child’s self-awareness, self-control, humor and positive connections. The *No Talking Allowed* game is a fun, engaging way to involve your family members in this practice.

No Talking Allowed

- Dinnertime is a fun time to play this game. Family members will use facial expressions and body language to communicate a message. Writing notes or drawing pictures is not allowed.
- Go first to model how to play the game. Demonstrate how to show different emotions, such as silly, serious, playful, and angry, using only your facial expressions and body language (no talking allowed). Notice how your family members respond. It is almost certain that you will get the same expression you sent returned back to you! For example, if you look silly and you look at your son, he will probably look silly back.
- After dinner (or if it is a dessert night), talk about the *No Talking Allowed* experience. Emphasize how easy it is to return a negative look when given one. Ask if it is possible to return a negative look with a positive one. Discuss the following questions:
 - What happens in the social interaction when you do this?
 - What implications does this have for life?



HomeLink Connection Week 5: Be Brave and Redo



Everyone makes communication mistakes that can cause regret and shame. This week, your child learned how to redo these mistakes with an apology. S/he also learned how important it is to “own up” to mistakes by taking responsibility for words and actions. Children can learn and understand the power of re-doing a moment that is regretful. When your child realizes that s/he has not communicated in a positive manner, s/he can stop and start over. This takes tremendous self-awareness, self-regulation, courage and resiliency. To learn how to do this, children need to see this skill modeled by you and other adults that they respect.

The activity below will promote the self-awareness, regulation, sense of responsibility and accountability needed to redo communication mistakes

Redoing a Regretful Moment

- When family members are all together, ask, “*How does it feel when you know you have done something wrong? Does it make you want to hide or feel like crawling under a rock?*” Model crouching down, cowering, and trying to hide. We may feel like we want to run away or hope that we won’t get in trouble. Reassure your child that this is a normal feeling for everyone, adults included. Remind your child that it takes bravery to re-do a moment, just like the Kimochis characters taught them.
- Begin by sharing a time when you made a communication mistake and were brave to redo the moment. Then ask family members to share a story of a time when they made a mistake and were brave to redo the moment. Your child may share real stories of honest moments. Here are some suggested communication prompts:
- End this family discussion with a communication challenge. Agree that when a family member is feeling shame, regret, scared, or upset because they did something wrong, that each of you will practice being brave, making eye contact and redoing the moment with better communication. For example, if you yell when feeling upset you will stop and say, “*Sorry I yelled, let me start over.*”
- When family members are able to re-do moments, acknowledge how much courage it takes to be honest.

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Week 6:

Getting Included and Including Others



Feeling included is very important to all of us. Unfortunately, children often feel left out of groups at school and many kids are not very skilled at how to include others. Children who seek to include all, not just close friends, help to create a community where children have a strong sense of belonging. In this lesson, your child learned communication tools to get included and strategies to ask others to join. Getting included in play and conversation is a complicated process with several steps (choosing kids carefully, observing groups, waiting for the right moment, saying the right thing and acting appropriately when in the group). In addition, children can struggle understanding how to include others when they notice they are left out. When your child includes others, s/he is demonstrating compassion and kindness, and is modeling these positive character traits to other children.

Your child will need more practice using these communication tools effectively. The activity below will build self-awareness, resiliency, problem-solving and responsibility.

Hey, What about Me?

- Start the game by explaining that one person will be left out of the conversation. When that person knows it is him/her, s/he says, “*It’s me*” using a talking voice and face.
- Begin by starting a conversation. Intentionally leave out one family member. Don’t give eye contact or say anything to that person.
- Remind family members that when they know they are the person left out to say “*It’s me.*” Ask that family member what feelings this experience elicited.
- Encourage family members to share their best tips for what to say or do when they feel left out in real life. Examples might be:
 - “*I could use a friendly voice and face and say something like, ‘Hey you guys, remember me?’*”
 - “*I could say the name of the person in the group who seems like the friendliest and ask that person a question as a way to get into the conversation.*”
 - “*I could just say, ‘I feel left out.’ When they look at me, I could do what they are doing or say something relevant to the conversation.*”
 - “*I could go find some people that are in a better mood.*”
- Play the game again. This time, when a family member realizes they are being left out, encourage them to try one of the tips above as a way to get included. Together, discuss how it felt and how it worked.



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Week 7:

Coping with Upset Feelings



Today your child learned a very important lesson about how to cope with upset feelings. We learned the following Kimochis® Kotowaza (a proverb in Japanese): *It is okay to be mad, but it is never okay to be mean.* All types of feelings fuel behavior. When we feel positive feelings, such as happiness, love, and excitement, it is easy to behave in positive ways. Likewise, your child learned that when one feels upset feelings, such as anger, frustration or jealousy, we can sometimes act in ways that are mean with our voice, face, body language or words. Your child learned strategies to “cool down” when upset. We also practiced how your child can “warn” a friend or family member when upset so there is time to cool down and recover from the challenging emotion.

The following activity will give you and your family members an opportunity to practice the communication tools your child learned. This activity develops self-awareness, self-control, respect, caring, and responsibility.

Warn People How You Feel and Don't Let Upset Feelings Get the Best of You

- Ask your child to share the Kimochis Kotowaza s/he learned in the group (*It is okay to feel mad but it is never okay to be mean.*). Discuss as a family how you could adopt this as a family motto.
- Brainstorm as a family the emotions that happen in your household. Make a list. There will be positive emotions (happy, excited, silly, hopeful, etc.) and a range of upset feelings (mad, frustrated, disappointed, etc.). Remember that we all experience upset feelings and listing them does not mean anything is wrong in your home! But, it does mean that you need to plan for how you want everyone in your family to manage those feelings in more positive ways.
- Using the list of upset feelings, have each family member choose one feeling that often can lead to challenging behavior, such as yelling. You start by modeling what emotion “gets the best of you.” For example, “*When I get frustrated, it is really hard to me to not yell.*”
- Decide that your family will use a communication tool your child was introduced to in our group called; *Warn People How You Feel.* When you do this, you basically tell whoever you are around how you feel. This is then followed by stating the chosen “cool down” strategy. For example, “*I feel so (mad,) I better (not talk, go take a walk, be left alone etc).*”
- Periodically at dinner, share how you used the *Warn People How You Feel* strategy during your day. Share other techniques you used that also helped you manage your emotions in a way you could feel proud. Invite your child to do the same.

HomeLink Connection Week 8: Standing up for Yourself



Everybody likes to have fun. But sometimes “fun” can be too much and kids need to learn how to make it stop without hurting the feelings of others. This week, we practiced how to set boundaries and stand up for yourself if there are words and actions that are not acceptable in a communication interaction. Some parents coach their child to ignore hurtful words or teasing and just walk away. This can be a useful strategy, however, kids need to be taught how to walk away and ignore in an effective way. This week in group, your child learned several communication tools that will help him/her set boundaries and use an assertive, but not aggressive, strategy to stand up for him/herself. These strategies will develop self-awareness, self-control, and positive connections.

Setting Boundaries and Standing up for Yourself

- Ask your child to show his/her Stop Hands. The Stop Hands are a nonverbal way to tell others that there are words and behaviors that are not acceptable. Ask your child to demonstrate how to use Stop hands effectively as we practiced it numerous times (You can also ask and I will demonstrate it to you).
- Pair Stop Hands with the following communication strategies:
 - Stand tall.
 - Widen eyes.
 - Say, “*Stop*” using slow, stretched, serious speech.
 - Turn and walk away in a confident way. It is also important to walk towards someone or a something positive.
- Share times from your childhood when you could have used these communication strategies. If you can remember, try to share concrete, real situations that happened to you (e.g., Maybe there was a classmate who made things difficult for you and you did not know how to stop it.)
- Have your child tease or bother you so you can model the steps to setting limits. Reverse roles so your child can practice.
- Explain to your child that if their request to stop is not respected, then it is smart to say, “*Do I have to get a teacher?*” Your child learned how to say this with a voice and facial expression that sends the message that s/he would rather not have to tell. Be sure your child practices the statement, “*Do I have to get a teacher?*” instead of “*I’m telling.*” The “*I’m telling.*” statement is usually perceived as tattling which might make the situation worse.



HomeLink Connection

Week 9: Apologizing



Being brave is about learning to “own” mistakes and apologizing when communication mistakes are made that hurt feelings. This week your child learned how to manage upset feelings of shame, fear, guilt, regret and embarrassment when faced with a mistake. Acknowledge that you understand that it takes incredible courage and bravery to face an adult, make eye contact, listen, and state exactly what you did that was wrong. Children will need significant practice and reinforcement to follow the steps of an meaningful apology your child learned in our group. When children have mastered this skill, they have built responsibility, compassion and resiliency.

I’m Sorry

- Have a dinner conversation and discuss how everyone makes mistakes. Let your child know how much you value this concept and how you have had to learn to be brave, apologize and set things right when you make mistakes. It is powerful to share stories from your own childhood of times you did and did not “own up to the truth” and how it felt.
- Discuss and practice each of the steps that go into making a meaningful apology.

Habit 1: Apologize quickly

Share how if you *hem and haw* you make it worse. Many kids want to lie or delay an apology hoping that the upset feelings go away. Explain that in your family you will all try hard to quickly say you are sorry when you know you have done something wrong.

Habit 2: You have to mean it

It is easy to sound insincere when you have upset feelings. Have family members take turns saying sorry in ways that sound and look sincere and then insincere. Compare the two ways.

Habit 3: Tell why you are sorry

*“Dad, I am sorry **that I did not do what you asked me to do.**”*

Habit 4: Give it a name

*“Mom, I am sorry that I yelled and you that was rude of me. **I was feeling impatient.**”*

Habit 5: Make things right!

*“Grandma, I am sorry I broke your vase. **I am going to clean it up and is there anything else I can do to make it a little better?**”*

- Modeling is powerful and is a parent’s best teacher. When you have a chance to apologize to or in front of your child, make it a point to deliberately go through the steps above. When you are done apologizing, share how you were feeling when you made the apology. Likewise, acknowledge all attempts your child makes to be brave, own their mistakes, apologize and try to make amends.