

Kimochis®

ROUND-UP



Communication Role-plays for Groups and Tips for Morning Meetings and School Newsletters

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Kimochis®

A Kimochis® Round-Up or Kimochis® Assemblies are a fun way to introduce the Kimochis® curriculum to your entire school. The information included here will help you plan assemblies that directly link with the Kimochis® classroom lessons. You will also find additional information that can be sent to parents or included in your school-wide newsletter. When everyone in the school knows the Kimochis® communication tools and common language, you will see significant changes in children's social and emotional growth.

Included here you will find everything you need to get started.

- **Opening letter to parents:** This letter introduces the Kimochis® program to your parents. It explains what parents can expect and how they can help to reinforce the learning of their children.
- **The Kimochis® Keys to Communication:** These Keys form the foundation for the Kimochis® program and will give your students communication tools that will help them succeed academically and socially. As your students learn the Keys in the Kimochis® lessons, parents can prompt them to use the tools at home.
- **Kimochis® Glossary:** This will provide your parents definitions of the important Kimochis® vocabulary. Parents can begin to use this vocabulary at home, reinforcing what their child has learned at school.
- **Kimochis® Assemblies:** This will give you all that you need to begin your weekly Kimochis® assemblies. Refer to the Getting Started section and have fun!
- **Kimochis® Corner Newsletter Homelinks:** These are short articles that can be placed in your weekly school newsletter that are directly linked to the Kimochis® assemblies. These Homelinks will help parents understand the strategies and reinforce the learning at home.

We hope that you, your teachers, and parents enjoy working together as a team to help the children in your school learn lifelong social-emotional and communication skills.

Dear Families,

Welcome to a new and exciting school year! This year, we are implementing a new character education and social-emotional learning element to our school assemblies that teaches children positive habits to lead happy and successful lives. This new program uses Kimochis...Toys with Feelings Inside®. Kimochi (Key-MO-chi) means "feeling" in Japanese. The curriculum is based on research that tells us that a strong social-emotional foundation is necessary for school success, academic achievement, positive social relationships and the development of emotional competence.

The Kimochis® curriculum is designed to give students the knowledge, skills and attitudes they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively. We make it clear to our students that although Kimochis® look like toys they are really communication tools that help children learn important life skills and develop self-esteem, confidence, and character!

There are five Kimochis® characters. Each character has a different personality and temperament just like our students! Each character has a communication strength and challenge. The Kimochis® characters are a safe third-party that students can easily relate to. The Kimochis® personalities help students consider their own strengths and weaknesses and seek ways to make improvements. Likewise, the characters encourage everyone to practice more patience and tolerance with others—we all have challenges in our communication!

The Kimochis® Keys to Communication are at the heart of our program and provide the communication tools to help your child learn how to listen openly, make good choices, be willing to speak in respectful and responsible ways and be open to negotiating problems. (See attached and post where your family will be reminded to practice the Keys). Feelings fuel behavior. The Keys will give your child concrete habits to help manage emotions and express upset feelings in positive ways.

We have added a new section to our school newsletter called the Kimochis® Corner. We will post the most recently taught communication skill along with ways you can reinforce and extend your child's learning at home with a Family Communication Challenge. You will also find a Glossary of the Kimochis® Communication Vocabulary and Kimochis® Keys to Communication attached. When school and home speak the same language, we speed up the learning for our children! The first important vocabulary word is Kotowaza (Ko-Toe-WA-za)—a Japanese word for wise-wisdom. Each Feeling Lesson has a Kotowaza to guide positive behavior. The Kotowazas and the other communication vocabulary are an effective way to coach your child's social and emotional growth.

We are feeling excited and hopeful about building a strong school to home connection this school year. We are eager to hear about all the new, positive ways your child is able to express feelings and be compassionate towards others. We hope Kimochis® will be a great new addition to your family and bring fun and fantastic feelings into your home.

Sincerely,



Glossary of Kimochis® Vocabulary

Big Mean Things That Aren't True: When someone gets really mad and says hurtful things that aren't true. (For example, "you're not my friend anymore!")

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

Boomerang: A communication tool to follow the "Golden Rule"—treat others the way you want to be treated instead of saying or doing what they said or did to you (yell, grab, use hurtful words). With Boomerang you use a Talking Voice, Face and Words in response to being treated unkindly. This tool often cools down the situation so the emotional moment can be resolved quickly and peacefully.

Bounce Back: When a child does not fall apart when feeling disappointed or frustrated, but instead copes and rebounds.

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

Calm-Down Strategies: These are strategies that children select that will help them calm down when feeling upset emotions. Strategies could include: counting to 10; taking deep breaths; relaxing tight muscles in arms and hands; squeezing a stress ball; kneading clay; visualizing a peaceful place; rubbing a smooth stone; wiggling a pipe cleaner; writing in my journal; getting up and walking; and others.

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

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

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

Fighting Body: A tight and tense body position

Fighting Face: A pinched, mean and scary face

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

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

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Helping Words: Positive words that resolve feelings and conflicts

Hurting Words: Negative or loaded words that create upset feelings

Knowing Look: Non-verbal peaceful communication tool to ask people to stop a hurtful behavior. Shake your head “no” and give eye contact and a facial expression that says, “That’s not nice. Don’t.”

Know When to Be Silly and When to Be Serious: A way to help children differentiate between times to be silly and times to be serious

Kotowaza: A Japanese word for a wise wisdom. Used as self-talk statements to promote positive behavior.

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

Negative self-talk: When we say things in our head that don’t help us. For example, “I can’t do this.” Or “This is too hard.”

Not Now Signal: A nonverbal strategy so children can realize they interrupted. Place your pointer finger between your ear and the person you can’t give your attention to, do not make eye contact, wait

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

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

Positive Self-Talk: The talk you use inside your head. Positive self-talk is encouraging talk such as: *“I think I can; I have done hard things before; I can do this.”*

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

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

Serious Face: Wide eyes and raised eyebrows that communicate that what you are saying is important. Use a serious face when you want to send an “I Mean It” message without being mean

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Serious Voice: Slow, stretched speech that communicates your message is important; Use a serious voice when you want to send an “I Mean It” message without being mean

Stop Hands: Hold hands up near face in a friendly way. These hands say “Please stop” in a nonverbal way

Take-Back: When you start over after making a communication mistake.

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

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

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

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

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

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

Kimochis 7 Keys to Communication



Get someone's attention.

SEL TOOLS: *Eye contact, Communication Tap*



Use a talking voice.

SEL TOOLS: *Talking Voice, Fighting Voice, Serious Voice*



Use a talking face and body.

SEL TOOLS: *Talking Eyes, Fighting Eyes, Serious Eyes*



Choose helping words.

SEL TOOLS: *Helping vs Hurting Words, "Ouch"*



Redo hurtful moments.

SEL TOOLS: *Everyone Makes Mistakes, Kimochis Re-do*



Be Kind and Let People Try Again

SEL TOOLS: *Second chances help make things better.*



Assume the Best

SEL TOOLS: *Train your brain to think the best. "Maybe they..." or "At least..."*



Kimochis® Assemblies

Week	Kimochis® Assemblies
1	A School Where Everyone is Known by Name
2	Friendly Faces Create Friendly Places
3	Teamwork and Being Partnered
4	Teamwork and Finding a Partner
5	The Kimochis® Sort
6	Key 1: Call Name, Wait for Eye Contact and Give a Communication Tap Before you Speak
7	Key 2: Use a Talking Voice Instead of a Fighting Voice
8	Key 3: Use a Talking Face and Body Instead of a Fighting Face and Body (Facial Expressions and Body Language)
9	Key 3: Use a Talking Face and Body Instead of a Fighting Face and Body (Talking Hand and Stop Hands)
10	Key 4: Chose Words that Help Instead of Hurt
11	Key 5: Be Brave and Redo Hurtful Moments
12	Review the Kimochis® Keys to Communication
13	Left Out Feeling: Getting Included in Games and Conversation
14	Left Out Feeling: Including Others
15	Mad Feeling: Calming Down
16	Mad Feeling: Big Mean Things That Aren't True
17	Brave Feeling: Trying New Things
18	Brave Feeling: Saying Sorry
19	Brave Feeling: Forgiving
20	Silly Feeling: For Silly to Be Fun, It Has to Be Fun for Everyone
21	Silly Feeling: Know When to Be Silly and When to Be Serious
22	Proud Feeling: I Am Happy For You and Happy For Me



Kimochis® Assemblies

Tips for Getting Started

1. Use a microphone, if possible, so everyone can hear well. This is especially important when students speak as they are not able to project their voices as well as adults.
2. If you have an Elmo document projector, it can be helpful to project the Feelings when you are talking about specific Kimochis® Feelings that you want everyone to see. You can also place the Kimochis® characters on the Elmo so they are more visible.
3. Whenever possible, use visuals to support the students' learning. If you are talking about partner rules, ask a classroom to make a large poster with the rules. Or write them on a whiteboard in the assembly room. The visual support will help with student focus and attention.
4. If there are certain Feelings you need to use for a specific lesson, be sure to take those from your Kimochis® Feelings Bowl or Bag before the assembly. It can be hard to find the right feelings at the right time!
5. Involve the older students in your school as much as possible. Responsibilities for them could include:
 - Setting up the microphone
 - Passing the microphone to various people who talk during the assembly
 - Making visual supports (for example, posters with the Kind Partner Rules)
 - Organizing the Kimochis® characters and Feelings
 - Sitting near younger children to help them stay focused

Kimochis® Corner Newsletter Homelinks

These short Homelinks are designed to align with the Kimochis® Assembly Lesson Sequence and can be placed in a section of your school newsletter. As your school moves through the Kimochis® lessons, you can inform parents of what their children learned in each weekly lesson and create a common language between school and home. This is an easy way to keep parents included in the Kimochis® lessons and to keep informed about the skills and tools learned by their children. Many of your classroom teachers will be following a Kimochis® Scope and Sequence in their classroom and sending home information for parents to make a stronger home and school connection. The assemblies will help reinforce the learning completed in classrooms. In addition, the assemblies will provide a way for the entire student body to become familiar with the Kimochis® strategies, communication tools, and vocabulary.



ASSEMBLY WEEK I

A School Where Everyone is Known by Name

Why this skill is important: A friendly school where everyone uses names is an encouraging and safe place to learn. Hearing your name gives you a feeling of belonging and self-worth.

Assembly Goal: Children will understand the importance of learning others' names and using names in greetings.

Activity:

1. Describe the skill for the week and why it is important to the school community.
2. Choose 6-8 teachers and 6-8 students:
 - Mix up students and teachers.
 - Ask them to make two lines at the front of assembly room facing each other.
 - One by one they pass each other, and say hello to each other by name.
3. Pass microphone to various teachers and students to say what it means for them when others remember their name and say hello.

The Kimochis® Challenge: Everyone takes the time to say hello by name to people on the school campus.

KIMOCHIS® CORNER WEEK I

A School Where Everyone is Known By Name

A friendly school where everyone uses names is an encouraging and safe place to learn. Sometimes shy children need to use courage in order to speak up, say hello to someone, and use their name. This week in our school assembly, we focused on learning everyone's names on campus.

Kimochis® Family Challenge: Make it a point to learn and use people's names when you are on the school campus. It is easy to forget names! When you do, "fess up" and tell people when you have forgotten their name (this makes it easy for others to tell you they've forgotten your name!). We would like everyone on our school campus to know that they are recognized by name and that their presence is important.



ASSEMBLY WEEK 2

Friendly Faces Create Friendly Places!

Why this skill is important: A friendly school climate is conducive to student learning and promotes positive play and relationships. When all students understand and use friendly habits, shy students can feel more comfortable to participate academically and socially.

Assembly Goal: Children understand how important it is that we use Friendly Signals with everyone on the school campus, not just with friends.

Activity:

1. Introduce the Kimochis® Friendly Kotowaza: *Friendly Faces Create Friendly Places!*
2. Grade level students bring up Kotowaza banner for all to see.
3. Review Friendly Signals (wave, head nod, high five, fist bump, smile)
4. Pass Friendly Feeling to students and ask:
 - *What does the Kotowaza mean to you?*
 - *How their life would be different if people were always friendly to them?*
 - *What they can do create a school that feels like a “friendly place?”*

The Kimochis® Challenge: Everyone goes out of their way to be friendly to everyone on the school campus, not just friends.

KIMOCHIS® CORNER WEEK 2

Friendly Faces Create Friendly Places

This week in our school assembly, we are continuing to focus on making our campus a friendly place. The Kimochis® Kotowaza, *Friendly Faces Create Friendly Places*, inspires and encourages children to be friendly to peers beyond those who they are comfortable with or know well. When children are friendly to everyone, it creates a positive climate and culture in our school, at home and in our community. As children practice friendliness, they will learn how friendly actions can create positive ripples in the world.

Kimochis® Family Challenge: Inspire everyone in your family to be friendly by saying hello, giving smiles, making eye contact, and inviting others into your conversation when at school. This will send the message that there is room for everyone on our campus. Loop back at a family meal to share both your observations and experiences of other’s friendliness toward you and your friendly new efforts.



ASSEMBLY WEEK 3

Teamwork and Being Partnered

Why this skill is important: Anyone can be kind and respectful when paired with a partner they like or want to work with. It can be more difficult if you are partnered with someone who is not your “friend.” Learning to work with all classmates takes kindness, patience and respect.

Assembly Goal: Children understand that accepting and working with any partner is kind and respectful.

Activity:

1. Begin by saying, “*This week our school is learning the importance of being a kind, respectful partner when we work together.*”
2. Review the Kimochis® *Kind Partner Rules* on page 162 (a visual banner or poster for all to see would be helpful)
 - Make quick eye contact.
 - Walk towards the person in a respectful way.
 - Kindly say, “We’re working together.”
3. Do a demonstration role play. A teacher plays the role of a student. When asked to be partners with a student (volunteer student), the teacher does all the small and big hurtful things that are not okay.
4. Call FREEZE after the activity and ask students to raise their hand if any of these hurtful things have happened to them in real life.
5. Pass the Hurt Feeling to students and ask:
 - *How does it feel when you can tell someone does not want to be your partner?*
 - *What makes a partner easy to work with?*

The Kimochis® Challenge: Everyone will follow our school-wide Kimochis® *Kind Partner Rules*.

KIMOCHIS® CORNER WEEK 3

Teamwork and Being Partnered

When children are paired as partners, it can be emotional and complicated. The school-wide Kimochis® *Kind Partner Rules* help students pair up in a way that is not hurtful or embarrassing. This week in our school assembly, your child has learned that it is okay to have preferences for working partners. However, it is not okay to turn someone down or be unfriendly with your words, voice, face or actions when you are not paired with the classmate you hoped for. We are kind to everyone and do our best to work as a team!

Kimochis® Family Challenge: Seek to connect and partner with people you don’t know well. For example, if you are walking with a group of parents, make it a point to walk with the parent who is the least familiar. Encourage your child to request play dates with classmates that they don’t know as well as others. This is a positive way to practice getting along with children they don’t know well.



ASSEMBLY WEEK 4

Teamwork and Finding a Partner

Why this skill is important: Finding a partner can be even more emotional and difficult than being partnered. When students do not “pass over” the first classmate seen or let classmates “dangle,” they show kindness and responsibility.

Assembly Goal: Children will understand the importance of finding a partner in a kind, responsible, and respectful way.

Activity:

1. Begin by saying, “Last week, we practiced our Kimochis® Kind Partner Rules when we are partnered with someone. This week, we are learning the importance of being a kind and respectful partner when we are asked to find a partner.”
2. Review the Kimochis® Kind Partner Rules: *Finding a Partner* on pages 163-164. A banner or poster would make it concrete for visual learners
 - No pass-overs.
 - Sit down when you have found a partner.
 - If you don’t have a partner, raise your hand and say, “I still need a partner.”
 - Look interested.
 - Help others find a partner (no dangling).
 - Bounce, don’t get stuck, move on to find a partner.
3. Do a demonstration role-play. A teacher plays the role of a student. When asked to find a partner, he/she follows the Kimochis® Kind Partner Rules: *Finding a Partner*. Students in the role-play do not follow the Rules.
4. Call FREEZE after the activity and ask students to raise their hand if any of these hurtful things have happened to them in real life.
5. Pass Hurt Feeling to students ask:
 - How does it feel when you can tell someone does not want to be your partner?
 - What makes a partner easy to work with?

The Kimochis® Challenge: Everyone will remember to use our school-wide Kimochis® Kind Partner Rules: *Finding a Partner* when an adult asks us to find a partner.

KIMOCHIS® CORNER WEEK 4

Teamwork and Finding a Partner

Finding a partner can be even more emotional than being partnered. This week in our school assembly, students learned how to find a partner in a kind way. When asked to find a partner, the first person they make eye contact is their partner. We call that “no pass-overs.” Students also learned that things don’t always work out the way they want (I didn’t get my desired partner this time), but they can be resilient and “bounce back.” Resiliency is defined as the ability to rise above difficult circumstances and move forward with confidence and optimism. Model how to be resilient in your own life. Your child will notice your flexibility.

Kimochis® Family Challenge: Share with your child how you have “bounced back” from difficult situations. With family members, discuss times they have had to be flexible and when they were, everything worked out. Acknowledge when you observe your child making efforts to be flexible and “bounce back.”



ASSEMBLY WEEK 5

The Kimochis® Sort

Why this skill is important: When students have a better understanding of each other's personality and temperament, they can show patience, kindness and tolerance with each other.

Assembly Goal: Children will understand the importance of appreciating differences in each others' personalities and temperaments, and how we can practice patience and compassion to all.

Activity:

1. Introduce each Kimochis® Character. Tell some fun facts and describe their personalities.
2. Then place each one in different areas of room.
3. Invite each class to talk together and come to an agreement about which Kimochis® character they think their teacher is the most like. The teacher then goes to that Kimochis® character. Then each teacher goes to the Kimochis® characters they believe they are most like.
4. Join each group and ask teachers who are willing:
 - Which Kimochis® Character did your class most think you are like?
 - You are now at (name Kimochis® Character group). Why do you think you are the most like (name Kimochis® Character)?
 - What qualities in yourself do you most admire?
 - What qualities can be tricky for others?
5. Ask students to raise hands if they think they are like Cloud®. Choose one to come to the front of the assembly and hold Cloud® to complete the following, "Practice patience with people who are like Cloud® when they..." Do the same with other Kimochis® characters.

The Kimochis® Challenge: Everyone will practice patience and tolerance with each other.

KIMOCHIS® CORNER WEEK 5

The Kimochis® Sort

No doubt you are hearing about the Kimochis® from your child...we sure hope so! Ask your child to describe the Kimochis® characters. Have fun and consider together which Kimochis® character you might think each family member is the most like and why. This discussion can help all family members understand how they "come across" to others. As your child learns more about him/herself and others, you can have rich discussions about personality and temperament and how to use effective tools to improve social relationships. The Kimochis® characters can be a safe, third party to help children consider their own personality and temperament. They can also help children learn about others so that we all can treat each other with patience, acceptance, tolerance, kindness and compassion.

Kimochis® Family Challenge: Make a point of sharing how you feel unique or different and how you have embraced this as something special. At mealtime or in the car, talk about how you admire people you know that have differences or challenges and they handle them in positive ways!



ASSEMBLY WEEK 6: Key I **Call Name, Wait for Eye Contact,** **Give a Communication Tap Before You Speak**

Why this skill is important: When students learn how to get attention with peers and adults, they create a social-emotional connection that leads to successful outcomes.

Assembly Goal: Children will understand why it is important to initiate communication in appropriate and kind ways.

Activity:

1. Open the assembly by talking about Key I. While you are talking, have several students and teachers come up and interrupt.
2. Call FREEZE and say, *“So you can see why Key I is so important to learn.”*
3. Interview several students and ask;
 - *“What happens when people interrupt you?”*
 - *“What happens when students cut you in line?”*
4. Ask students to find a Feeling in the Kimochis® Bowl to show how this makes them feel.
5. With a student volunteer, demonstrate how to do Key I effectively.

The Kimochis® Challenge: Everyone will look first to see if someone is busy before talking and remember to start conversations by calling the person’s name, waiting for eye contact and using the Communication Tap, if needed.

KIMOCHIS® CORNER WEEK 6 **KEY I: Call Name, Wait for Eye Contact,** **Give a Communication Tap**

This week in our school assembly, your child learned Kimochis® Key I. This Key teaches children that when we want to get someone’s attention before speaking, it is important to say that person’s name. This alerts them to look at you. When you wait for eye contact before speaking, it increases the odds that you can listen to each other. However, sometimes calling someone’s name is not enough. A gentle Communication Tap can be helpful. Here are the three communication habits your child learned:

1. Call the person by name.
2. Wait for eye contact before speaking.
3. Use a Communication Tap (gentle tap on the shoulder 2 or 3 times) to get attention.

At home get in the habit of calling one another by name and waiting for eye contact before speaking. This increases both cooperation and connection!

Kimochis® Family Challenge: Make it a point to call family members by name and wait for eye contact before speaking. Maintain eye contact when a family member is speaking with you. Appreciate family members as they practice calling your name and waiting for eye contact before speaking. These communication habits improve relationships and keep connections positive.



ASSEMBLY WEEK 7: Key 2

Use a Talking Voice Instead of a Fighting Voice

Why this skill is important: Students who can regulate their tone of voice when experiencing upset emotions are more likely to resolve social-emotional problems and maintain healthy relationships.

Assembly Goal: Children will understand how a Talking Voice and Serious Voice can help to maintain healthy social interactions.

Activity:

1. Start by saying, *"This week, we are focusing on how we use our voice when we communicate."*
2. Pull the Happy and Loved Feelings from the Feeling Bowl (place on Elmo document projector). Say, *"It is easy to use a talking or calm voice when you feel happy and loved."*
3. Pull the Mad, Frustrated and Hurt Feelings from the Feeling Bowl (place Feelings on Elmo document projector). Say, *"It is more challenging to use a Talking Voice when we feel mad, frustrated, or hurt."*
4. Have teacher and student volunteers pull feeling from the bowl that is challenging for them to use a Talking Voice.

The Kimochis® Challenge: Everyone will monitor our tone of voice when we communicate. Even when you feel really, really upset; remember to use a talking or serious voice. Demonstrate slow, stretched speech to give a model of a serious voice.

KIMOCHIS® CORNER WEEK 7

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

This week in our school assembly, your child learned Kimochis® Key 2. This Key will help your child stay aware of how he/she uses her/his voice. Sometimes, when we have upset feelings it is easy to yell or use a tone of voice that makes the situation worse instead of better. This lesson taught your child how to use a Talking Voice (calm tone of voice, slightly slowed down with appropriate volume) rather than a Fighting Voice (loud, hurtful tone of voice). When we feel upset and are able to use a Talking Voice, we raise the odds that others will want to understand our feelings and resolve conflicts. Make a point of acknowledging your child for using a Talking Voice when they are upset and model using a Talking Voice yourself.

Kimochis® Family Challenge: Practice using a Talking Voice when expressing upset emotions. Acknowledge others for using a Talking Voice when you know they are upset. At mealtime everyone can share what time of day, situations, or feelings can be the most challenging to use a Talking Voice. An example might be getting out the door in the morning. Ask for family members to give you positive feedback when they see you using a Talking Voice when challenged by the difficulties of the morning routine.



ASSEMBLY WEEK 8

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

Why this skill is important: Students who can “read” and use appropriate facial expressions and body language are more likely to resolve social-emotional problems and maintain healthy relationships.

Assembly Goal: Children will understand how important it is to use an appropriate facial expression and body language when communicating.

Activity:

1. Begin by saying, *“This week we have been focusing on being aware of our facial expression and body language. Everyone show me a Talking Face. Everyone show me a Fighting Face.”*
2. Students can find Kimochis® Feelings that make it hard to use a Talking Face when you are upset. For example, *“When I feel frustrated, I have to work hard to use a Talking Face.”*
3. Ask for student volunteers to share how things would be different at school if we used a calmer, taking face when we are having conflicts with one another.

The Kimochis® Challenge: Everyone will be aware of using a Talking Face and Body when communicating with one another, especially during upsetting moments.

KIMOCHIS® CORNER WEEK 8

KEY 3: Use a Talking Face and Body Instead of a Fighting Face and Body

This week your child learned Kimochis® Key 3. This Key helps your child to maintain a positive facial expression (Talking Face) and body language (Talking Body) when experiencing upset emotions and conflicts. Your child learned that a Fighting Face and Body can often make things worse. When your child can keep his/her face and body from looking aggressive or hurtful, others will be more willing to listen. Your child learned how to notice and read the facial expressions and body language of others as a way to understand the emotion behind the words.

Family Challenge: Have a family discussion at mealtime and choose a situation that you could each practice using a Talking Face instead of a Fighting Face. Ask family members to give one another positive feedback for efforts made to not yell or use facial expressions and body language that are not helpful.



ASSEMBLY WEEK 9

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

Why this skill is important: Students can use nonviolent, nonverbal communication tools, such as The Talking Hand and Stop Hands to resolve upset feelings and conflict in the heat of an emotional moment.

Assembly Goal: Children will understand how to use a Talking Hand and Stop Hands to peacefully resolve social-emotional conflicts.

Activity:

1. Begin by saying, *"This week we are learning about Talking Hand and Stop Hands. Clap your hands if on the playground or in the classroom, kids sometimes grab or take something that is yours."*
2. Model the Talking Hand and have all students show their Talking Hand.
3. Ask for student volunteer to use a Talking Hand when a teacher takes their pen.
4. Continue by saying, *"This week you also learned how to do Stop Hands. Stop Hands can be an effective way to tell someone you like them, but want them to stop what they are doing."*
5. Model Stop Hands and ask all students to show their Stop Hands.
6. Interview a few students to share when they could see themselves using their Talking Hand and Stop Hands.

The Kimochis® Challenge: Everyone will use your Talking Hand and/or Stop Hands as a peaceful and effective way to communicate *"Please give it back"* or *"Please, Stop."*

KIMOCHIS® CORNER WEEK 9

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

This week your child learned how we can use our body to "talk" without using words. We practiced a communication tool called the Talking Hand. This hand gesture is a positive and effective way for your child to respond to peers or siblings when they grab. Your child can show you the Talking Hand, but basically: 1) put your hand out palm up; 2) use your other hand to tap your open palm; 3) wait patiently for the person to return the object; and 4) say thank you with eye contact when they do. The second communication tool your child learned is the Stop Hands. This gesture is a non-violent and effective way to let someone know you want them to stop something that is not fun for you. Hold your hands up near your chest, palms faced outward and fingers spread. These hands are communicating, "please stop" without talking. Your child learned that she/he can use Stop Hands if play gets too rough or if someone keeps saying or doing something that is hurtful. Stop Hands can do the trick!

Family Challenge: Have a family discussion so your child can show you each of these nonverbal communication tools. Think together of when and where these strategies can be effective. For example, with a sibling that grabs (Use Talking Hand) or overpowers (Use Stop Hands). Loop back at a family mealtime to ask if anyone has found a need to use these tools and if they were effective.



ASSEMBLY WEEK 10

Key 4: Choose Helping Words Instead of Hurtful Words

Why this skill is important: When students use helpful words and avoid hurtful words they can resolve social-emotional conflicts in peaceful ways.

Assembly Goal: Children will understand the difference between helping and hurtful words.

Activity:

1. Begin by saying, *"This week we are focusing on how to think before we speak so we say words that are helpful rather than hurtful."*
2. Use feelings that students might feel if hurtful words were used (Hurt, Sad, Mad, Frustrated, Embarrassed, Disappointed, Uncomfortable).
3. Interview students and ask them to choose which feeling(s) they felt when someone said hurtful words to them.
4. Remind students that if anyone is hurtful you can make eye contact and say, *"Ouch"* or *"That hurts."* as a way to take care of your feelings. Demonstrate in a role-play with a teacher and student volunteer.

The Kimochis® Challenge: Everyone will remember to think before we speak. We will we choose words that help instead of hurt when we feel upset.

KIMOCHIS® CORNER WEEK 10

KEY 4: Choose Words That Help Instead of Hurt

This week your child learned Kimochis® Key 4. This Key helps us to think before we speak and to consider our word choice. In our lesson, we talked about words that make our heart feel good and words that hurt our feelings and, of course, our hearts. Your child learned that everybody makes mistakes and we can all accidentally use words that hurt. Your child can use the following communication tool when she/he hears hurting words:

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

For older children make eye contact, say the person's name and then say, *"That hurt."* When the person acknowledges they made a mistake say, *"Thanks."* Students know that this communication tool is a safe, kind way to let someone know that they have hurt your feelings. When communication mistakes are made at home, all family members can use this tool to let other family members know when they have hurt feelings so they can apologize and make things better.

Family Challenge: Your family may wish to use the above communication tool as a way to let someone know they hurt your feelings so they can apologize and make things better. If not these tools, what can your family agree to say and do to let someone know your feelings are hurt? (Keep it short and simple so that it is not shaming.) Appreciate family members as they practice working to avoid hurtful words and use helpful words to express upset feelings.



ASSEMBLY WEEK 11

Key 5: Be Brave and Redo

Why this skill is important: Everyone makes communication mistakes that create regret and shame. This skill helps students to be brave and redo hurtful moments, strengthening relationships and creating a positive school climate.

Assembly Goal: Children will understand that we all make mistakes and need to remember to redo when this happens.

Activity:

1. Begin by saying, “*This week we learned how to redo the way we handled a situation if we did not make the best choice.*”
2. Hold up the Brave Feeling and ask for student volunteers to:
 - Share a time when they did a re-do with someone during an upsetting moment
 - Had a friend who was brave enough to re-do an upsetting moment.
3. Ask for student volunteers to share how they believe the school would be different if everyone gave each other the chance to re-do moments.

The Kimochis® Challenge: Everyone will give and take a redo when you know a situation could have been handled in a more respectful, kind, and compassionate way.

KIMOCHIS® CORNER WEEK 11

KEY 5: Be Brave and Redo Hurtful Moments

This week your child learned Kimochis® Key 5. This Key helps us to remember to own and name our mistakes by apologizing and making things right. Although younger children may not always realize when they have said or done something wrong, they need to understand why it's important to say they are sorry. Learning the words “*I'm sorry*” comes faster than the genuine feeling behind it (Severe, 2005). As children develop the skills to take the perspective of another person, their apology skills improve. Children who can learn to re-do communication mistakes will have healthier and more successful social relationships. Why not consider making a family agreement that everyone gets a “re-do” so that when we are not at our best we can do that moment over again!

Have a family discussion about how it is easy to “loose it” or loose your Keys when you are feeling upset. Tell your family that no one is perfect but everyone can work on making small improvements in the way we talk and treat one another when we are upset. Take the lead as the parent and take the family challenge described below.

Family Challenge: Re-do (start again and do hurtful moments over) when you can see and hear that the way you spoke was hurtful. Recognize family members courage and effort to take a Re-Do. Make it a family agreement that everyone can ask and give a re-do because everyone makes mistakes! (Hint: The less you say about a re-do the better.)



ASSEMBLY WEEK 12

Review the Keys to Kimochis® Communication

Why this review is important: 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. Students who use the Keys can be counted on to handle challenging social-emotional situations with character.

Assembly Goal: Children will understand that using the Kimochis® Key to Communication can contribute to positive social-emotional moments.

Activity:

1. Begin by saying, *“Our school has learned the first five Kimochis® Keys to Communication. A few students and teachers are going to share how they have used these Keys here at school.”*
2. Students and teachers take turns pulling a feeling from the Kimochis® Feeling Bowl to share how they would use a Key if they had that feeling. For example, *“When I feel jealous, I can make sure I remember Key 4 and use helping words and not hurtful ones.”*

The Kimochis® Challenge: Everyone will use their Kimochis® Keys to Communication, especially when in the heat of the moment!

KIMOCHIS® CORNER WEEK 12:

Review of the Kimochis® Keys to Communication

The Kimochis® Keys to Communication form the foundation of this Social-Emotional Communication Program. As you have seen over the last six weeks, the Keys teach children how to use tone of voice, body language, and appropriate words and actions when in emotional moments. We hope that you are beginning to see your child becoming more aware of his/her feelings and communicating in more positive ways. Many parents share that as their child learns these life skills, they too are fine-tuning their own communication skills. Your best teaching is through modeling the use of the tools and sharing with your child how you are learning new skills. We invite your feedback about the Kimochis® Keys to Communication and hope that you feel a meaningful connection with everyone here at our school.

Family Challenge: Take turns sharing which Kimochis® Key you are most proud of being able to use in the “heat of the moment” and one Key you will actively practice improving. For example, *“I am more aware of not yelling or use a Fighting Voice when I feel stressed, but I want to work on not speaking until I get your eye contact.”* You can also have each family member give one another one compliment and a wish. *“I appreciate that you (describe what you know they are working on to improve their communication). I would like you to consider (describe something you would like them to work on).”*



ASSEMBLY WEEK 13

Left Out Feeling: Getting Included in Games and Conversation

Why this skill is important: When students make room for everyone, an inclusive and friendly school climate is created. Students can use positive communication tools to get themselves included.

Assembly Goal: Children will understand how to use positive and effective ways to get included in play and conversation.

Activity:

1. Hold up Left Out Feeling. Share that you would like our school to be a place where no one feels left out.
2. Introduce the Kimochis® Left Out Kotowaza: *It's always more fun when we make room for everyone.*
3. Grade level students show the Kotowaza banner for all to see.
4. Ask teachers to hold the Left Out Feeling and share a story from childhood about a time they felt left out.
5. Ask student volunteers to hold the Left Out Feeling and share positive strategies they have used to join a group or game. These could include:
 - Stand where I can be seen, give a communication tap, say person's name and ask, "That looks like fun. Can I play?"
 - Ask to join again or wait for a good time to be included.
 - Find another situation or get adult help.

The Kimochis® Challenge: Everyone will look for ways to be inclusive in the classroom and on the playground.

KIMOCHIS® CORNER WEEK 13

Left Out Feeling: Getting Included in Games and Conversations

This week, we talked about the Left Out and the Kimochis® Kotowaza: *It's always more fun when we make room for everyone.* This Kotowaza inspires children to make efforts to get themselves included in play and conversation, in addition to including others. No one likes to feel left out. At our school, we are helping students learn to play and interact in inclusive and kind ways. And, even as our students are learning these skills, many children will experience feeling left out. Often this experience can be more painful for parents than it may be for the student. Experiencing left out feelings can help children learn how to be inclusive. This week, your child learned he/she can do several things when feeling left out:

- Be confident and friendly so that I can get others to change their mind and include me. (Stand where I can be seen; give a Communication Tap; say person's name and say, "That looks like fun. Can I play/join?")
- Be resilient and learn what to say and do when feeling left out so I can bounce back rather than fall apart or crumble. (Ask again or wait for a good time to be included)
- Be smart and get help if my strategies for managing left out feelings are unsuccessful. (Find another situation or get adult help)

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- Be compassionate and kind, and make sure not to hurt others in this same way. (Include others when I see the opportunity)

When you allow your child to feel upset feelings and support them by helping them learn ways to manage those upset feelings, you are giving them the social and emotional skills they will use through their lifetime. If you are concerned about your child being consistently left out or being overly exclusive, be sure to let us know. We want you to know we are here to help make things better for you and your child.

Family Challenge: Push yourself to get included in ways that you might feel shy about doing like joining a conversation with people who you are not as comfortable with. Recognize one another's courage to join others on our school campus who you would like to get to know more.



ASSEMBLY WEEK 14

Left Out Feeling: Including Others

Why this skill is important: Students who seek to include all, not just close friends, help to create a school community where children can have a strong sense of belonging. These students take the “time to be kind” and include others.

Assembly Goal: Children will understand the importance of using their eyes to see and ears to hear to determine when others need to be included in play, games or conversation.

Activity:

1. Share stories you have heard about students in your school who have been inclusive.
2. Ask yard duty staff to share positive ways that students have been inclusive.
3. Ask students share what they say and do if they observe someone being left out.

The Kimochis® Challenge: Everyone will keep their eyes and ears open and include everyone at school.

KIMOCHIS® CORNER WEEK 14

Left Out Feeling: Including Others

This week, we continued to talk about the Left Out Feeling and Kimochis® Kotowaza: It’s always more fun when we make room for everyone. Your child learned how to use his/her eyes and ears to notice that another child might be feeling left out. We talked about how important it is to “take the time to be kind” and include everyone. Together we practiced how to use our eyes (by looking around the play yard) and our ears (by listening to others) to notice that some classmate might need an invitation to join. Your child learned to:

- Be compassionate and kind by learning from his/her own mistakes. (I remember when I used to interrupt a game because I wanted to play and kids didn’t like it.)
- Be responsible and brave to own or admit that I was hurtful and apologize and not hurt in this way again. (I have left out kids on purpose and I will not do that anymore.)

Family Challenge: Go out of your way to be inclusive on campus. Say hello and invite others to join you in conversations. Look for people who might be feeling left out and open your circle to include them. Acknowledge family members as they actively seek ways to make room for others and help those who may be feeling left out.



ASSEMBLY WEEK 15

Mad Feeling: Cooling Down

Why this skill is important: 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 be created. Children also need concrete strategies to calm down their upset feelings.

Assembly Goal: Children will understand how using Cool Down strategies can help to express mad feelings in a positive ways.

Activity:

1. Introduce the Kimochis® Mad Kotowaza: *It's okay to be mad, but it's not okay to be mean.*
2. Grade level students bring up Kimochis® Kotowaza banner for all to see.
3. Pass Mad Feeling to students who can share what can create angry feelings in the classroom and on the playground.
4. Pass Mad Feeling to teachers and students who can share how they cool down mad feelings and what helps them express mad feelings in positive ways.

The Kimochis® Challenge: Everyone will remember that it is never okay to be mean with your face, words, or actions when you feel mad. We will remember to use our Cool Down strategies!

KIMOCHIS® CORNER WEEK 15

Mad Feeling: Calming Down

This week, we talked about the Mad Feeling and the Kimochis® Kotowaza: It's okay to be mad, but it is not okay to be mean. This Kotowaza helps children to understand that it is acceptable to have mad feelings (all humans experience them). However, it is not okay for anyone to express those feelings by being hurtful or unkind to others. We all know how easy it is to use our eyes, face, voice, body language, words, and actions in unkind ways to express our mad feelings. Your child learned several communication tools to express mad feelings in a way that is not hurtful to others. One tool was to use a "cool down strategy" such as taking several deep breaths before speaking. Each student chose the cool down strategy that they felt would work best for him/her. Ask your child to share his/her cool down strategy and acknowledge your child when you see him/her using it effectively. Another tool was to use "positive self talk" to help upsetting thoughts get smaller and calmer ("This isn't so bad. I can handle this."). Ask your child what positive self-talk words he/she might be using as a way to cope with mad feelings.

Family Challenge: Ask each family member to identify one situation that can make him or her feel really mad. For example, "When I say it is dinner time and no one comes to eat and I have to repeat myself, I feel really mad." Take the Cool Down Challenge and commit to using a deep breath or other cool-down strategy the next time you find yourself in this maddening moment. Check in at family mealtime on how this is working for everyone and see if anyone has discovered other ways to cool down mad feelings so you can communicate in a way you won't regret!



ASSEMBLY WEEK 16

Mad Feeling: Big Mean Things That Aren't True

Why this skill is important: When we feel mad, sometimes we can say hurtful things that aren't really true. These hurtful words are Big Mean Things That Aren't True. However, instead of getting upset, students can ask with a Talking Voice and Face, "Are you mad at me?"

Assembly Goal: Children will understand how important is to use compassion and kindness when upset and avoid saying Big Mean Things That Aren't True.

Activity:

1. Invite a few known friendships pairs to the front of the assembly to hold a Mad Feeling and share how they recover when they get mad at each other and accidentally get mean.
2. How do they repair the friendship when hurtful things are said or done in the heat of the moment?

The Kimochis® Challenge: Everyone will think before they speak and avoid saying Big Mean Things That Aren't True.

KIMOCHIS® CORNER WEEK 16

Mad Feeling: Big Mean Things That Aren't True

In our Kimochis® lessons, students are continuing to learn about how to understand and express mad feelings without being hurtful or mean. This week your child learned that when people get really, really mad they sometimes say Big Mean Things That Aren't True. These are words such as: "You're not my friend anymore." "I'm never playing with you again." "You're not coming to my birthday party." We talked about how these words hurt others, but they really are not true. Your child understands that sometimes others can say hurtful things, but rather than getting upset, she/he can compassionately ask with a gentle voice and face, "Are you mad at me?" You can also respond to your child's Big Mean Things That Aren't True with this response and see what happens. Responding peacefully to hurtful words moves the conversation into a helpful mode, so that upset feelings and conflicts can be resolved.

* This week the Kindergarteners learned what to say and do when friends forget to share and take turns. The children practiced using a Talking Voice and Face, and saying, "Remember, we share" or "Remember, we take turns" to classmates who might forget. You can prompt your child to use the same words (with a Talking Voice and Face) to siblings at home.

Family Challenge: Invite family members to bravely admit to habits they have that are hurtful. Take turns naming words that are commonly used that are hurtful and not helpful when feeling mad or upset. Decide as a family to work to NOT use these words. Agree that if you slip up, you will take it back by saying, "I'm sorry I said that. I am just really, really mad but I still should not have said that." Also, tell your child that when they use hurtful words you will say, "Try again." This means they can tell you why they are mad, just without the hurtful words. No questions asked and no lecture after your child bravely re-does the maddening moment. You may however want to give a hug, smile or pat on the back. Your child will KNOW what you are saying without even having to say a word!



ASSEMBLY WEEK 17

Brave Feeling: Trying New Things

Why this skill is important: Students who are brave and willing to try new things (even if they are hard or scary) tend to be more successful in school and life. When students understand that we all can feel like beginners and make mistakes, they are learning an important life lesson!

Assembly Goal: Children will understand how to show bravery when trying new things and sticking with tasks, even when they are challenging.

Activity:

1. Invite students to hold the Brave Feeling and share what it feels like to them when they are a beginner at something or not quite as good as their peers. How do they stick with it?
2. Invite students to share something they feel they are very good at now (e.g. a sport, musical instrument, etc.) Ask them to relate how much practice and perseverance it took to be so accomplished at the task.

The Kimochis® Challenge: Everyone will try new things, even if they are hard or scary.

KIMOCHIS® CORNER WEEK 17

Brave Feeling: Trying New Things

This week, your child learned how to be Brave even when you feel like a beginner and things are hard. School is filled with many new experiences and tasks! We all make lots of mistakes, but your child learned that it takes bravery to stick with something that is challenging or difficult. Helping your child get comfortable with making mistakes and saying positive thoughts when things don't come easily will help him/her be successful socially and academically.

This week we talked about using Brave Talk. Brave Talk is the positive self-talk statements you say inside your brain when something is hard and you want to give up. We practiced statements like, "I can do this!" "I've done hard things before!" Encourage your child to use the strategies he/she learned. Acknowledge him/her when you observe bravery and the ability to stick with something hard to the end. Share stories from your own life as examples of being brave and trying something new. Your child will love to hear about how you finished a tough task when you were a child!

Family Challenge: Initiate a family discussion about what it feels like to be a beginner at something or not quite as good as one's peers. How do you stick with things when they are frustrating or you are embarrassed or angry that you aren't accomplished yet? Invite family members to take turns sharing something that you are now accomplished at and recall how many years of practice it took to get accomplished. Recognize one another's perseverance and courage as you witness these values in action!



ASSEMBLY WEEK 18

Brave: Saying Sorry

Why this skill is important: Being brave is also about learning to own mistakes and apologizing when communication mistakes hurt others' feelings. Learning how to own one's mistakes and apologize in a sincere, truthful way makes for happier, healthier relationships. When students understand that brave is not a "superhero feeling," they can use courage to say and do the right thing in emotional moments.

Assembly Goal: Children will understand that you need to be brave to apologize for making mistakes and hurting other's feelings.

Activity:

1. Introduce the Kimochis® Brave Kotowaza: *Be brave enough to stand up and speak or sit down and listen.*
2. Grade level students bring up Kimochis® Kotowaza banner for all to see.
3. Invite students and teachers to hold the Sorry Feeling and share:
 - *Why it can be hard to say sorry?*
 - *Who do you admire for being able to apologize consistently and sincerely?*

The Kimochis® Challenge: Everyone will say sorry when you know you have made a mistake that hurt someone.

KIMOCHIS® CORNER WEEK 18

Brave Feeling: Saying Sorry

This week, your child learned more about Brave feelings and the Kimochis® Kotowaza: Be brave enough to stand up and speak or brave enough to sit down and listen. We talked about how being brave means you might feel shy, scared, embarrassed or unsure, but you can get yourself to say and do what you know is right and best. We talked about how being brave is not a "superhero feeling." Being brave is about owning mistakes that you made and apologizing when your mistakes hurt feelings or created problems for others. It is emotional to own up to mistakes and say sorry. We can feel afraid and think, "I will get in trouble," or ashamed and think, "Now everyone knows I am not perfect," or disappointed and think "I am so much better than how I acted." Knowing how to make a sincere, heartfelt apology can help your child cope with those feelings. Here are the five steps that can help your child to own and give an apology.

1. Apologize as soon as you realize you did wrong (waiting makes it harder)
2. You have to sound and look like you mean it (tone of voice and body language)
3. Tell why you are sorry ("I am sorry I did not wait for you at recess.")
4. Give it a name ("That was not very patient of me.")
5. Make things right ("I promise I won't do that again. You want to go to recess with me today?")

* This week our Kindergarteners learned that everyone feels sad at times. We talked about how sad feelings come and go. Your child practiced how to comfort him/herself (go to a quiet corner,



find someone to hug, look at a favorite book). Your child also practiced to comfort someone else if they see a sad classmate.

Family Challenge: Have a family discussion about the concept of regret and the value of being able to own your mistake and apologize. Take the lead in sharing a regret you may have and how you plan to make things right with someone in your life. Invite family members to do the same if they are ready. The most important part of this challenge is to have the discussion about being a person who has the courage and character to apologize. Then, make it a teachable moment when you owe an apology and find it challenging to give and you do it anyway. Recognize your child's courage and character when you witness them doing likewise in real life.



ASSEMBLY WEEK 19

Brave Feeling: Forgiving Others

Why this skill is important: It also takes bravery to forgive someone who makes a mistake that is hurtful. When children are able to forgive and forget, they maintain healthy and happier relationships.

Assembly Goal: Children will understand that you need to be brave to forgive others for mistakes that they made.

Activity:

1. Invite students to hold the Sorry Feeling and ask:
 - *Why it might be hard to forgive?*
 - *What makes it easier to forgive someone?*
 - *Why do you think some people retaliate? Hold grudges?*
 - *Why they appreciate having forgiving friends?*

The Kimochis® Challenge: Everyone will forgive rather than hold grudges or retaliate.

KIMOCHIS® CORNER WEEK 19

Brave Feeling: Forgiving

We concluded our lessons about Bravery with the concept of how it takes bravery to forgive when someone has hurt you. Forgiving takes resiliency: “Can I bounce back and not blow things out of proportion?” It takes the ability to assume the best: “Can I remember that people make mistakes?” It takes having a generous heart: “Can I give this person a break and not make them pay for their mistake?” It asks you to remember the Golden Rule: “Can I treat people the way I want to be treated?” And, finally, forgiving requires you to remember: “Two wrongs don’t make a right!” In fact, this thinking can make things worse! The steps your child learned included:

1. Forgive quickly (this helps to acknowledge that you did hurt feelings)
2. Two wrongs don’t make a right (to hurt someone back makes everything worse)
3. Choose forgiving thoughts (think thoughts that will make you feel less upset)
4. Forgive and forget (forgive because you know that everyone makes mistakes)
5. Stand up to repeat offenders (kindly say, “I hear you say sorry, but you keep doing the same thing.”)

Bravery is truly the heart of the Kimochis® Way and we hope that you and your child find these tips helpful and supportive.

* This week our Kindergarteners learned that bossy or cranky talk is not much fun to be around. Your child learned that she/he can remind others to use a Talking Voice. You can use the same prompt with your child at home if you hear a whiny or cranky voice. Just say, “Oops, remember to use your Talking Voice.”

Family Challenge: This challenge piggybacks on last week. Talk about the concept of grudges with your child. Share the Golden Rule to decide to treat people the way you want to be treated,

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but add that is it especially powerful and meaningful if you can do this when someone does not treat you right. Share how you choose to forgive rather than hold grudges or retaliate. If comfortable, share a time when forgiving was extremely hard and holding a grudge and/or retaliating would have been easier. Why did you choose forgiveness? Does your child have a story of forgiveness that was also challenging to do?



ASSEMBLY WEEK 20

Silly Feeling: For Silly to Be Fun, It Has to Be Fun for Everyone

Why this skill is important: This skill helps students look for the clues that fun or silliness has gone too far and that everyone is not enjoying it. Children also learned that it is not kind or acceptable to be silly at someone's expense.

Assembly Goal: Children will understand how to recognize and act on social cues that indicate a game is no longer fun.

Activity:

1. Introduce the Kimochis® Silly Kotowaza; For silly to be fun, it has to be fun for everyone
2. Grade level students bring up Kimochis® Kotowaza banner for all to see.
3. Have students hold the Silly Feeling and ask:
 - *What does Kotowaza mean to you?*
 - *When you see that someone is having fun at someone else's expense what do you say and do?*

The Kimochis® Challenge: Everyone will pay attention to others' nonverbal signs and words that it's not fun anymore and you need to stop.

KIMOCHIS® CORNER WEEK 20

Silly Feeling: For Silly to Be Fun, It Has to Be Fun for Everyone

This week, your child learned about Silly feelings and the Kimochis® Kotowaza: For silly to be fun, it has to be fun for everyone. This Kotowaza reminds children that it is not kind or acceptable to be silly at someone else's expense. Children learned that we do not make fun of others or play in ways that causes shame or harm to others. For children to actually follow this positive way to interact with others, they need to learn how to:

- Recognize that you accidentally hurt feelings when you were just trying to be funny
- Pay attention to the nonverbal signs, sounds and words that someone is no longer having fun and you need to stop
- Say in an effective, but not aggressive way, to ask people to STOP something that does not feel funny to you
- Ask people to stop hurtful behavior when you see someone who is not able to speak up for his/her self

Family Challenge: Discuss as a family the concept of the "Knowing Look"—when you see that someone has hurt feelings. (Shake your head "no" and give eye contact and a facial expression that says, "That's not nice. Don't.") Likewise, challenge everyone to say, "Don't" or "Stop" when you see any behavior that is hurtful to someone and others are laughing rather than putting a STOP to it.



ASSEMBLY WEEK 21

Silly Feeling: Know When to Be Silly and When to Be Serious

Why this skill is important: At school and at home there are times to be silly and times to be serious. Children learned to use “self-control” to bring their bodies and brains back when it is not a time to be silly.

Assembly Goal: Children will understand the connection between using self-control to monitor their bodies and brains and being a successful student.

Activity:

1. Do a demonstration role-play. Student is the teacher and teacher is a student who is very silly and tries to distract everyone from listening
2. Call FREEZE and have students who were distracted share how that feels. Explain that some students can get distracted more easily. It is important let those students know nonverbally that it is not time to be silly.

The Kimochis® Challenge: Everyone will pay attention to when to be silly and when to be serious and use “self-control” when necessary.

KIMOCHIS® CORNER WEEK 21

Silly: Know When to Be Silly and When to Be Serious

This week, we talked about how it can be difficult for some children to control their bodies and brains and stop being silly when it is time to be serious. So, another Kotowaza for the Silly Feeling is: Know when to be silly and when to be serious. Many personalities enjoy making people laugh and will do things wrong on purpose or make jokes to be silly. However, children with this temperament need to develop the emotional control to know when to stop. Helping children to understand the Kotowaza will help them learn to monitor and inhibit their impulses to be silly when it is time to be more focused and serious. We used the words, “self control,” which will prompt your child to “bring yourself back to focus and settle down.” You can use this prompt at home. Acknowledge your child when he/she can control his/her body and brain, and shift from silly to serious.

Family Challenge: Use the Not Now Signal when a family member does not read the cues that you are busy and they interrupt. (For example you are on the telephone or talking to someone else.) The Not Now Signal—you do not make eye contact with the interrupter and hold the “wait a minute” finger up to the ear on the side of the interruption. Acknowledge your child when they respond to your Not Now Signal and likewise respond to your child’s use of the signal when you accidentally interrupt.



ASSEMBLY WEEK 22

Proud Feeling: I am Happy for You and Happy for Me

Why this skill is important: When students have the ability to share pride without bragging, everyone feels encouraged to do their best, rather than having to be the best. The Kimochis® Way helps children feel proud of their accomplishments and celebrate successes for others.

Assembly Goal: Children will understand how important it is to use self-regulation tools to manage expressions of pride without bragging.

Activity:

1. Introduce the Kimochis® Proud Kotowaza: *I am happy for you and happy for me.*
2. Grade level students bring up Kimochis® Kotowaza banner for all to see.
3. Pass Proud Feeling to students and ask:
 - *What does the Kotowaza mean to you?*
 - *Why do you think it is sometimes hard to feel happy for others?*
 - *What is the difference between bragging and feeling proud?* (Students can show you with their voices, faces and bodies)

The Kimochis® Challenge: Everyone will share pride for their own accomplishments and celebrate each other's successes.

KIMOCHIS® CORNER WEEK 22

Proud: I am Happy for You and Happy for Me

This week, your child learned about Proud feelings and the Kimochis® Kotowaza: I am Happy for You and Happy for Me. This saying can inspire and encourage your child to feel pride in him/herself, in addition to feeling proud of others. Young people and even most adults appreciate being recognized and acknowledged for their effort and accomplishments. This week our class studied pride and helped students reflect on reasons to feel proud of the way they **are** rather than for what they own or have. The discussions we are having at school and you can have at home can help your child move away from sharing pride for a material object to the pride they begin to experience when being a good friend or trustworthy student. We also talked about the distinction between pride and bragging to help your child deliver pride in a way that might encourage others to celebrate with them.

Family Challenge: Look for ways to admire and congratulate others for successes. Practice sharing pride in humble ways. Loop back at family mealtime to share your observations and experiences.