

Standards and Policies-Student SEL Learning Standards

From: Collaborative for Academic, Social and Emotional Learning (CASEL) <http://www.casel.org/standards/policy.php>

A number of states, provinces, and districts have developed SEL-related student learning standards and benchmarks. Standards have been developed as both distinct, stand alone content areas (as in IL) and as sub-sections of health, language arts, career education, or other subjects. Creating separate SEL standards helps

facilitate an appreciation of their importance, developmental sequencing, and interconnection.

Currently, Illinois and New York have passed legislation requiring schools to address social and emotional development and learning. California is funding projects between schools

and mental health agencies working together to promote SEL, and is considering legislation to help all students succeed in school, in part, by requiring schools to better address student social and emotional issues. Other states have policies that touch upon SEL practices, including anti-bullying and character education.

Kimochis™ Curriculum and SEL Learning Standards

The methodology, lessons and activities of the Kimochis™ Curriculum are based on the understanding that social and emotional learning (SEL) occurs when children are aware of and manage their emotions, use effective communication skills, develop interpersonal skills to establish and maintain positive relationships, and use good decision making skills to achieve school and life success. The research strongly indicates that these skills can improve social-emotional development, classroom behavior and school performance.

To document the link between the Kimochis™ Curriculum and widely-accepted SEL Learning Standards, the Kimochis™ Team used the Illinois Social/Emotional Development Standards K-5 (http://www.isbe.state.il.us/ils/social_emotional/standards.htm) as an outline. The Illinois SEL Framework is based on three goals that are broad statements of SEL, ten SEL learning standards that are specific statements of the knowledge and skills within each goal, and performance descriptors that are the most specific learning targets that build upon the standards. We looked

at performance descriptors and identified the Kimochis™ activity/lesson that taught that skill. All twenty-four of the lessons in the 7 Keys to Communication and all eighty-six of the activities in the Elementary lessons were linked to an appropriate performance descriptor. Refer to the chart documenting these links.



Elementary Standards
 Illinois Standards for Social-Emotional Learning: Grades 1-5
 GOAL 1 - STANDARD 1

GOAL 1: Develop self-awareness and self-management skills to achieve school and life success

STANDARD 1: Identify and manage ones' own emotions and behavior

Performance Descriptor	Activity from Kimochis™ Curriculum that teaches skill
Identify emotions (e.g., happy, surprised, sad, angry, proud, afraid) expressed in “feeling faces” or photographs	Frustrated Feeling Lesson (Be Responsible) <i>Activity 1: Name it - Saying what you are feeling</i> Page 186
Identify ways to calm yourself.	Mad Feeling Lesson (Be Respectful) <i>Activity 1: Cool Down Mad Feelings - Cooling down and thinking before speaking</i> Page 142
Share feelings (e.g., through speaking, writing, drawing) in a range of contexts.	All Feeling Lessons <i>Kimochis™ Journal writing activity</i>
Describe how various situations make you feel	Hopeful Feeling Lesson (Be Resilient) <i>Activity 2: Hope Helps Sad, Jealous and Left Out Feelings - Thinking the best when you feel sad, jealous and left out</i> Page 214
Demonstrate a range of emotions through facial expressions and body language.	Key to Communication #3: Use a talking face and relaxed body language <i>Activity 1: Building a Common Language</i> Page 32 Key to Communication #3: Use a talking face and relaxed body language <i>Activity 2: Reading Body Language</i> Page 32 Frustrated Feeling Lesson (Be Responsible) <i>Activity 2: Kimochis Charades - Observing body language to say what you see and then check it out</i> Page 187



Performance Descriptor	Activity from Kimochis™ Curriculum that teaches skill
Practice self talk to calm yourself.	<p>Sad Feeling Lesson (Be Responsible) <i>Activity 1: Be Kind to Yourself - Positive self-talk to manage sad feelings</i> Page 135</p> <p>Hopeful Feeling Lesson (Be Resilient) <i>Activity 1: Hope helps frustration - Positive self-talk to manage frustration</i> Page 214</p> <p>Mad Feeling Lesson (Be Resilient) <i>Activity 1: Positive Self-talk Scripts - Move through mad feelings using positive self-talk</i> Page 145</p>
Describe situations that trigger various emotions (e.g., listening to music, talking to a friend, taking a test, being scolded)	<p>Frustrated Feeling Lesson (Be Resilient) <i>Activity 2: Being a Beginner - Managing upset feelings when trying new things</i> Page 189</p>
Depict a range of emotions (e.g., make a poster, draw a picture).	<p>All Feeling Lessons <i>Commitment to Character activities</i></p>
Distinguish among intensity levels of an emotion.	<p>Frustrated Feeling Lesson (Be Resilient) <i>Activity 3: How Frustrated are You? - Patience, tolerance and being supportive of self and others amid frustration</i> Page 190</p>
Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment)	<p>Mad Feeling Lesson (Be Responsible) <i>Activity 3: Helping vs. Fighting Words - Monitoring tone of voice when mad; choosing helpful words</i> Page 143</p>
List positive strategies for handling conflict.	<p>Sad Feeling Lesson (Be Resilient) <i>Activity 1: Mixed Feelings - Recognizing multiple feelings</i> Page 136</p> <p>Mad Feeling Lesson (Be Compassionate and Kind) <i>Activity 3: Choosing Compassion and Kindness- Responding to hurtful anger in a calm, kind way, Seeking to understand why someone is mad even when they yell or say hurtful words</i> Page 146</p>



Performance Descriptor	Activity from Kimochis™ Curriculum that teaches skill
Use “I-statements” to express various emotions.	Brave Feeling Lesson (Be Compassionate and Kind) <i>Activity 3: Brave Talk - Using positive self-talk to support shy or reluctant feelings, Being kind to yourself when afraid</i> Page 157
Demonstrate an awareness of how your behavior affects others.	Key to Communication #4: Choose words that help instead of hurt <i>Activity 3: Ouch-Hard to hear, Good to know</i> Page 37
Practice different strategies for handling upsetting situations.	Cranky Feeling Lesson (Be Resilient) <i>Activity 1: Kimochis™ Ripple Game - Monitoring and regulating your mood</i> Page 205
Practice expressing positive feelings about others.	Proud Feeling Lesson (Be Responsible) <i>Activity 1: Happy for You, Happy for Me - Celebrating our friends' accomplishments</i> Page 221
Evaluate ways of dealing with upsetting situations (e.g., being left out, losing, rejection, being teased).	Left Out Feeling Lesson (Be Resilient) <i>Activity 2: Talk About It - Understanding and managing upset feelings</i> Page 176
Describe strategies for dealing with upsetting situations (e.g., disappointment, loss, separation).	Happy Feeling Lesson (Be Resilient) <i>Activity 1: Happy Habit - Seeing the bright side of a situation</i> Page 127
Reflect on the possible consequences before expressing an emotion.	Key to Communication #7: Assume the best <i>Activity 1: Assume the best</i> Page 42 Hopeful Feeling Lesson (Be Respectful) <i>Activity 1: It's Not Personal - Requesting and respecting one's need for space when dealing with hopeless feelings</i> Page 212
Use “I-statements” to describe how you feel, why you feel that way, and what you might like to change.	Mad Feeling Lesson (Be Responsible) <i>Activity 3: Sending an “I mean it” message without being mean - Being assertive</i> Page 143



Performance Descriptor	Activity from Kimochis™ Curriculum that teaches skill
Practice strategies to reduce stress (e.g., talking to a friend or trusted adult, considering what led to these feelings, physical exercise).	Key to Communication #5: Be brave and redo hurtful moments Activity 2: <i>What Feeling gets the Best (or Better) of You?</i> Page 39

GOAL 1: Develop self-awareness and self-management skills to achieve school and life success

STANDARD 2: Recognize personal qualities and external supports

Performance Descriptor	Activity from Kimochis™ Curriculum that teaches skill
Describe an achievement that makes you feel proud	Proud Feeling Lesson (Be Compassionate and Kind) Activity 2: <i>Proud Talk-Thinking and speaking kindly of accomplishments</i> Page 223
Analyze how you might have done better in a situation	Frustrated Feeling Lesson (Be Respectful) Activity 1: <i>Preferences - Honoring your own and others' preferences so that each of you can do what works best when feeling frustrated</i> Page 186
Demonstrate ways to ask for help when needed	Brave Feeling Lesson (Be Compassionate and Kind) Activity 2: <i>Help-Getting adult help</i> Page 157
Describe how peers can support each other in school	Hopeful Feeling Lesson (Be Compassionate and Kind) Activity 3: <i>Kimochis Hopeful Relay - Cheering up a friend who feels discouraged, Offering hopeful thoughts</i> Page 215
Practice strategies that support peers in school	Hopeful Feeling Lesson (Be Compassionate and Kind) Activity 2: <i>Inspire Hope in a Friend - Noticing someone could use a hopeful thought</i> Page 215
Recognize that students learn differently	Happy Feeling Lesson (Be Respectful) Activity 1: <i>Choose Happiness - Honoring and respecting differences</i> Page 126



GOAL 1: Develop self-awareness and self-management skills to achieve school and life success

STANDARD 3: Demonstrate skills related to achieving personal and academic goals

Performance Descriptor	Activity from Kimochis™ Curriculum that teaches skill
Describe how you might improve your classroom behavior	Key to Communication #1: Call someone's name, wait for eye contact, give a communication tap <i>Activity 5: Practicing Predictable Situations (Cut in line, I can't see, I was there)</i> Page 29
Recognize how distractions may interfere with achievement of a goal	Silly Feeling Lesson (Be Respectful) <i>Activity 2: Bring Yourself Back - Settling Down</i> Page 177
Demonstrate ways to deal with upsetting emotions (e.g., sadness, anger, disappointment)	Sad Feeling Lesson (Be Resilient) <i>Activity 2: Don't Tease Me - Responding to teasing when expressing sad feelings</i> Page 137
Develop a friendship goal with actions steps to be taken by a certain date	Brave Feeling Lesson (Be Compassionate and Kind) <i>Activity 1: Say Something - Being kind and friendly to everyone at school, not just your friends</i> Page 157
Brainstorm possible ways to overcome obstacles in achieving your goals	Frustrated Feeling Lesson (Be Resilient) <i>Activity 4: Handling Mistakes - Being resilient when things don't go well</i> Page 190

GOAL 2: Use social awareness and interpersonal skills to establish & maintain positive relationships
STANDARD 4: Recognize the feelings and perspectives of others

Performance Descriptor	Activity from Kimochis™ Curriculum that teaches skill
Recognize that others may feel differently from you about the same situation	Happiness Feeling Lesson (Be Responsible) <i>Activity 1: Being Generous of Heart - Feeling happy for others when we are feeling upset</i> <i>Page 126</i> Proud Feeling Lesson (Be Compassionate and Kind) <i>Activity 3: Thoughtful with Pride - Consider how pride may be hard to hear</i> <i>Page 224</i>
Describe how others are feeling based on their facial expressions and gestures.	Key to Communication #3: Use a talking face and relaxed body language <i>Activity 2: Reading Body Language</i> <i>Page 32</i>
Explain how sharing with and supporting others may make them feel.	Happiness Feeling Lesson (Be Compassionate and Kind) <i>Activity 1: Spread Happiness - Helping Others</i> <i>Page 129</i> Hope Feeling Lesson (Be Compassionate and Kind) <i>Activity 1: The Gift of Hope - Noticing discouraged feelings and offering hope</i> <i>Page 215</i>
Recognize how changing your behaviors can impact how others feel and respond.	Sad Feeling Lesson (Be Responsible) <i>Activity 2: Make Things Right - Owning and apologizing when you cause hurt feelings</i> <i>Page 136</i> Silly Feeling Lesson (Be Responsible) <i>Activity 2: Oops, You're Too Close - Respectfully asking for space</i> <i>Page 178</i>



Performance Descriptor	Activity from Kimochis™ Curriculum that teaches skill
Analyze how students being left out might feel	Left Out Lesson (Be Responsible) <i>Activity 1: Being Treated the Way You Want to Be Treated - Standing up for inclusion</i> Page 164
Demonstrate an ability to listen to others (e.g., making eye contact, nodding, asking clarifying questions).	Key to Communication #1: Call someone's name, wait for eye contact and give a communication tap <i>Activity 3: Call name and wait for eye contact</i> Page 28
Distinguish between nonverbal and verbal cues and messages.	Key to Communication #2: Use a talking voice instead of a fighting voice <i>Activity 1: Talking vs. Fighting Voice</i> Page 30 Frustrated Feeling Lesson (Be Responsible) <i>Activity 3: Mixed Messages - Recognizing mixed messages; Sending clear messages</i> Page 188
Analyze alignment and non-alignment of verbal and non-verbal cues.	Cranky Feeling Lesson (Be Respectful) <i>Activity 1: Leave Me Alone - Monitoring tone of voice and body language</i> Page 204
Demonstrate a capacity to care about the feelings of others.	Cranky Feeling Lesson (Be Compassionate and Kind) <i>Activity 2: Cranky Can Get the Best of You - Patience, kindness and forgiveness</i> Page 207

Performance Descriptor	Activity from Kimochis™ Curriculum that teaches skill
List strategies to support students who are left out or bullied.	Left Out Lesson (Be Compassionate and Kind) <i>Activity 4: Want to Join Us? - Including others who want to join your conversation</i> Page 171
Describe how one feels when left out of an activity or group.	Left Out Lesson (Be Responsible) <i>Activity 2: No Matter what You Say or Do, I Include - Being inclusive and resisting pressure to exclude</i> Page 164
Describe how one feels when bullied.	Left Out Lesson (Be Resilient) <i>Activity 3: Still Friends - Thinking the best</i> Page 168
Predict possible responses to a range of emotions.	Brave Feeling Lesson (Be Resilient) <i>Activity 2: I Forgive You - Working through hurt feelings to forgive</i> Page 155
Describe others' feelings in a variety of situations	Mad Feeling Lesson (Be Responsible) <i>Activity 5: Do the RIGHT thing When Someone Does the WRONG Thing - Letting go of grudges; responding when someone pushes, grabs, or yells</i> Page 144
Evaluate how a change in behavior of one side of a disagreement affects the other side	Key to Communication #5: Be brave and redo hurtful moments <i>Activity 1: Take-Backs and Do-overs</i> Page 38
Recognize how a situation would make you feel and treat others accordingly	Mad Feeling Lesson (Be Responsible) <i>Activity 4: Catch It, Own It and Redo It - Apologizing for and redoing communication mistakes such as pushing, grabbing or yelling</i> Page 144 Cranky (Be Compassionate and Kind) <i>Activity 1: Don't Take it Out on Me - Kindness when friends get cranky</i> Page 206



Performance Descriptor	Activity from Kimochis™ Curriculum that teaches skill
Ask open-ended questions to encourage others to express themselves.	Happy Feeling Lesson (Be Compassionate and Kind) <i>Activity 2: Happy Qualities - Deciding what positive qualities we want to develop; sharing how we want to be seen by others</i> Page 129
Predict how one's own behavior might affect the feelings of others	Key to Communication #4: Choose words that help instead of hurt <i>Activity 2: Loaded Words</i> Page 36
Interpret non-verbal communication cues.	Key to Communication #3: Use a talking face and relaxed body language <i>Activity 3: Mean Looks</i> Page 34 Silly Feeling Lesson (Be Resilient) <i>Activity 2: Are You Still Having Fun?- Reading nonverbal signals to keep play positive</i> Page 179

GOAL 2: Use social awareness and interpersonal skills to establish & maintain positive relationships
STANDARD 5: Recognize the individual and group similarities and differences

Performance Descriptor	Activity from Kimochis™ Curriculum that teaches skill
Demonstrate how students help each other (e.g., sharing, not interrupting).	Silly Feeling Lesson (Be Responsible) <i>Activity 1: Red Light and Green Light Friends - Making choices that support learning</i> Page 177
Demonstrate honesty and fairness while playing or working with others.	Left Out Feeling Lesson (Be Respectful) <i>Activity 2: Finding a Partner - Finding a partner in a respectful way; finding a partner rather than being left out; make sure no one gets left out - Page 163</i>



Performance Descriptor	Activity from Kimochis™ Curriculum that teaches skill
Analyze how people of different groups can help one another and enjoy each other's company.	Left Out Feeling Lesson (Be Compassionate and Kind) <i>Activity 1: Making a Choice-Understanding each other to inspire compassion and kindness</i> Page 169
Develop strategies for building relationships with others who are different from oneself.	Brave Feeling Lesson (Be Respectful) <i>Activity 1: It's Okay to Be Afraid-Respecting others' fears and being supportive</i> Page 150
Analyze how responsible students help their classmates.	Sad Feeling Lesson (Be Compassionate and Kind) <i>Activity 1: Kindness Softens Sadness: Using caring words when others feel sad</i> Page 138
Demonstrate strategies for building relationships with others who are different from oneself	Left Out Feeling Lesson (Be Compassionate and Kind) <i>Activity 3 Looking to Include You: Using eyes & ears to think& act kindly</i> Page 170
Identify unwelcome teasing or bullying behaviors.	Key to Communication #3: Use a talking face and relaxed body language <i>Activity 3: Walking Away and Ignore Teasing, Rudeness and Hurtful Interactions</i> Page 35
Identify ways to advocate for others.	Key to Communication #3: Use a talking face and relaxed body language <i>Activity 5: Stop!</i> Page 35

GOAL 2: Use social awareness and interpersonal skills to establish & maintain positive relationships

STANDARD 6: Use communication and social skills to interact effectively with others

Performance Descriptor	Activity from Kimochis™ Curriculum that teaches skill
Take turns and share toys and other resources with classmates	Key to Communication #1: Call someone’s name, wait for eye contact and give a communication tap <i>Activity 5: Practicing Predictable Situations (Cutting in line, I can’t see, I was there)</i> Page 29
Practice sharing encouraging comments with others.	Key to Communication #4: Choose words that help instead of hurt <i>Activity 1: Think Before You Speak</i> Page 36
Greet others by name.	Key to Communication #1: Call someone’s name, wait for eye contact and give a communication tap <i>Activity 1: Learning Names</i> Page 27 <i>Activity 2: Oops...That’s Not My Name</i> Page 28
Use appropriate non-verbal communication with others (e.g., movements, gestures, posture, facial expressions).	Key to Communication #3: Use a talking face and relaxed body language <i>Activity 4: Talking Hand to Request Objects</i> Page 34 Key to Communication # 1: Call someone’s name, wait for eye contact, give a communication tap <i>Activity4: Communication Tap</i> Page 29
Use ‘I-statements’ to express how you feel when someone has hurt you emotionally.	Brave Feeling Lesson (Be Respectful) <i>Activity 2: So, I’m Afraid - Self respect and speaking up when put down about fear</i> Page 150

Performance Descriptor	Activity from Kimochis™ Curriculum that teaches skill
Demonstrate strategies for resisting negative peer pressure.	Silly Feeling Lesson (Be Compassionate and Kind) <i>Activity 1: You're Funny But Not Now, Please - Being helpful when friends are silly at the wrong time</i> Page 180
Demonstrate encouragement of others and recognition of their contributions.	Proud Feeling Lesson (Be Compassionate and Kind) <i>Activity 1: Heart of Pride - Sharing a kind thought about why a classmate can feel a sense of pride</i> Page 223
Demonstrate graciousness in winning and losing	Proud Feeling Lesson (Be Resilient) <i>Activity 1: Proud Power - Graciously bouncing back when someone is unkind</i> Page 222

GOAL 2: Use social awareness and interpersonal skills to establish & maintain positive relationships

STANDARD 7:

Demonstrate an ability to prevent, manage and resolve interpersonal conflicts in constructive ways

Performance Descriptor	Activity from Kimochis™ Curriculum that teaches skill
Distinguish between constructive and destructive ways of resolving conflict.	Key to Communication #6: Be kind and let people try again <i>Activity 3: Insincere apologies</i> Page 41 Hopeful Feeling Lesson (Be Responsible) <i>Activity 1: Choose Hope - Optimistic self-talk, Honoring upset feelings</i> Page 213
Use puppets to act out and resolve conflict situations.	Kimochis™ characters are used throughout the curriculum to act out situations and to assist students in role plays



Performance Descriptor	Activity from Kimochis™ Curriculum that teaches skill
Recognize various methods of resolving conflict.	Silly Feeling Lesson ((Be Compassionate and Kind) <i>Activity 3: Speak Up When It Is Not Funny- Kindness when silliness is hurtful</i> <i>Page 181</i>
Identify bullying behavior and how it affects people.	Silly Feeling Lesson (Be Compassionate and Kind) <i>Activity 4: I'm Just Kidding - Giving a sincere apology when your humor was hurtful</i> <i>Page 181</i>
Explain how resolving a conflict with a friend could strengthen the friendship.	Brave Feeling Lesson (Be Resilient) <i>Activity 1: Say Sorry - Using courage to apologize; owning mistakes</i> <i>Page 153</i>
Explain how resolving a conflict could improve one's understanding of a situation.	Key to Communication #6: Be kind and let people try again <i>Activity 4: "Whatever...Anyway...Be that Way...I'm Telling</i> <i>Page 42</i>
Identify intervention strategies to stop bullying.	Key to Communication #6: Be kind and let people try again <i>Activity 2: Repeat Offenders</i> <i>Page 41</i>

GOAL 3: Demonstrate decision making skills and responsible behaviors in personal, school and community contexts

STANDARD 8: Consider ethical, safety and societal factors in making decisions

Performance Descriptor	Activity from Kimochis™ Curriculum that teaches skill
Explain why it is important to treat others as you would want to be treated	Left Out Feeling Lesson (Be Responsible) Activity 1: <i>Being Treated the Way You Want to Be Treated - Standing up for inclusion</i> Page 164
Analyze the consequences of lying	Brave Feeling Lesson (Be Responsible) Activity 3: <i>Oops, that Was a Lie- Courage to tell the truth; Recovering after telling lie</i> Page 153
Depict ways to help others (e.g., list, draw, cartoons).	Happiness Feeling Lesson (Be Compassionate and Kind) Activity 1: <i>Spread Happiness - Helping Others</i> Page 129
Decide what is fair in responding to situations that arise in the classroom (e.g., how to share a new piece of equipment).	Mad Feeling Lesson (Be Responsible) Activity 4: <i>Catch It, Own It, and Redo It - Apologizing for and redoing communication mistakes such as pushing, grabbing or yelling</i> Page 144
Recognize the consequences to oneself and others of dishonest behavior.	Brave Feeling Lesson (Be Responsible) Activity 2: <i>Coming Clean - Choosing to tell what you regret before you get caught</i> Page 152
Recognize that an individual is responsible for his/her behavior	Mad Feeling Lesson (Be Compassionate and Kind) Activity 2: <i>Using Courage and Compassion - Using courage to maintain eye contact, listen and own mistakes that created mad feelings</i> Page 145
Develop strategies to work things out rather than retaliate when you feel wronged.	Key to Communication #5: Be brave and redo hurtful moments Activity 1: <i>Take-backs and Do-Overs</i> Page 38





Elementary Standards
 Illinois Standards for Social-Emotional Learning: Grades 1-5
 GOAL 3 - STANDARD 9

GOAL 3: Demonstrate decision making skills and responsible behaviors in personal, school and community contexts

STANDARD 9: Apply decision making skills to deal responsibly with daily academic and social situations

Performance Descriptor	Activity from Kimochis™ Curriculum that teaches skill
Describe calming strategies	<p>Cranky Feeling Lesson (Be Resilient) <i>Activity 1: Kimochis Ripple Game - Monitoring and regulating your mood; Staying aware of other's moods, Choosing not to let another's bad mood negatively affect you</i> Page 205</p>
Describe the use of self-talk to calm down.	<p>Sad Feeling Lesson (Be Responsible) <i>Activity 1: Be Kind to Yourself - Positive self-talk to manage sad feelings</i> Page 135</p> <p>Hopeful Feeling Lesson (Be Resilient) <i>Activity 1: Hope helps frustration - Positive self-talk to manage frustration</i> Page 214</p> <p>Mad Feeling Lesson (Be Resilient) <i>Activity 1: Positive Self-talk Scripts - Move through mad feelings using positive self-talk</i> Page 145</p>
Brainstorm alternative solutions to inter-personal problems in the classroom.	<p>Silly Feeling Lesson (Be Compassionate and Kind) <i>Activity 2: That's Not Funny - Kindness to others when silliness becomes hurtful</i> Page 180</p> <p>Frustrated Feeling Lesson (Be Compassionate and Kind) <i>Activity 1: Friendly Helps Frustration- Recognizing and using kind words and ways to respond to others' frustration</i> Page 191</p>



Performance Descriptor	Activity from Kimochis™ Curriculum that teaches skill
Practice aligning non-verbal and verbal communication in refusing unwanted behavior	Cranky Feeling Lesson (Be Respectful) <i>Activity 1: Leave Me Alone - Monitoring tone of voice and body language</i> <i>Page 204</i>

GOAL 3: Demonstrate decision making skills and responsible behaviors in personal, school and community contexts

STANDARD 10: Contribute to the well-being of one's school and community

Performance Descriptor	Activity from Kimochis™ Curriculum that teaches skill
Describe what you have done to make a positive difference in your class or school and how this made you feel	Curious Feeling Lesson (Be Compassionate and Kind) <i>Activity 1: It's Not All About Me - Considering others' thoughts and feelings; Asking questions to show interest in friendships; Suing curiosity to build friendships</i> <i>Page 199</i> Proud Feeling Lesson (Be Resilient) <i>Activity 2: Bragging Can Be Easy to Do - Self-awareness and regulation to avoid unintentionally bragging</i> <i>Page 222</i>
Participate in developing a class policy on teasing.	Left Out Feeling Lesson (Be Compassionate and Kind) <i>Activity 2: Of course You Can Play! - Including others in kind ways</i> <i>Page 170</i>