

# Creating Follow-up Lessons for Class Meetings



Now that you have helped your students grow their emotional literacy (Feeling Lessons) and communication skills (Keys to Communication), you and your class can use Class Meetings to problem-solve current academic and social challenges. Class Meetings provide time to create and practice the words and ways to be respectful, responsible, resilient, and compassionate and kind in the heat of the moment.

Topics for Class Meetings can come from a concern you have (“I’m concerned because I have seen some third graders not being kind to the second graders at recess”) or a student’s request for a show (“Can we do a show about what to say and do if someone says you can’t play?”).

Topics for Class Meetings can also come from using the following prompts:

- Kimochis™ HELP! Notes (see page 50)
- Parent concerns (birthday parties and hurt feelings, playdates, sleepovers, cyber safety, and bullying)
- Schoolwide concerns (littering, bullying, manners, stealing, playground games)

The following is the sequence for setting up your shows to practice what to say and do when students find themselves in emotional moments.

## SHOW #1

Ask the student to put you in the situation so you can model a communication script of what to say and do in the emotional situation. For example, have the student yell at you to move. Do not yell

back, but rather use your talking face and voice to say, “I am happy to move and please next time just ask me.”

## SHOW #2

Reverse roles to give your students practice using this new positive communication model.

## SHOW #3

Create a secret signal or practice a “knowing look” to use when students forget to use the new communication habit. To do this, ask the student to NOT use the new positive communication model, then when you give the agreed-upon look or signal, have the student redo the moment.

## SHOW #4

Ask a student to demonstrate how to catch himself and redo the moment without any reminder from you. For example, if a student yells for someone to stop poking him, he can stop, apologize for yelling, and ask again with a talking face or voice. Some groups will need you to model this skill and then students can imitate your positive model.

## EMOTION COACHING

Make sure that if a student is not getting the facial expression, tone of voice, and words correct during the shows, you coach him rather than let him slide. Many children need a lot of guidance to learn how to manipulate and manage these elements of communication under the stress of emotion.