

“Who can show me what it sounds and looks like to brag about how well you are doing in school? How successful you were in a sport or game? How fabulous did your art project turn out?”

“How do you feel when someone brags?” (sad, hurt, uncomfortable, jealous, embarrassed).

Self-Regulation/Mood Management

“What could you say if you accidentally bragged

and you see that it hurt someone’s feelings?” (Sorry I bragged. I’m just really excited we won.)

“Who can show how to be really excited and proud without bragging?” Give students scenarios, such as getting a good grade, winning a game or sport, or being successful the first time you try something new that is challenging for some of your classmates.

CREATE and PRACTICE the Kimochis™ Way

See page 264 for a reminder of the most important Keys to Communication for managing this emotion.

BE RESPECTFUL The following communication activity will help students apologize after bragging and handle others’ bragging respectfully.

● RESPECTFUL Activity 1

Be Careful Not to Brag

PRACTICE

Sharing pride with humility
Acknowledging others’ pride

“Sometimes in our proudest moments we can accidentally come across as bragging when actually we are simply feeling proud, happy, excited, or successful.”

Change your tone of voice and facial expression from humble to bragging. After each, have your class analyze what made these same words go from being proud to bragging. Help students realize it is their voice, face, and intention that make a proud message cross the bragging line.

For students with social-emotional challenges, use Enhancement Strategy #2 (page 61) to help them really see the difference between a proud face/tone of voice and a bragging face/tone of voice. Remind students that they need to pay attention to the facial expression, the tone of voice, and the actual meanings of words.

“I am going to say some sentences. Clap when you hear me bragging.”

Model 1

“I am so happy I get to go to my grandma’s.”

“I am so happy my grandma is coming to see me because she loves me the best.”

Model 2

“I finished a really hard book for me.”

“I finished a really hard book. It was on the 12th grade reading level.”

Model 3

“I am such a great player that I made the soccer team.”

“I practiced every day so I could make the soccer team.”

Let students rehearse what to say in moments of bragging. Take the first turn. Then reverse roles.

Show 1: What to Say and Do if You Accidentally Brag Brag and then use a helpful script to recover.

Helpful Scripts

“That came out wrong. I am just super excited and proud.”

“I really sound like I’m bragging. Sorry about that.”

“Oops, I didn’t mean to brag. Sorry.”

Give students a turn to practice the helpful scripts. Ask your students, “How can you tell when someone thinks you are bragging? Why do friends like it when we apologize when we accidentally brag?”

Show 2: What to Say and Do When Someone Brags Have a volunteer brag so you can model a helpful script.

Helpful Scripts

“I’m happy for you. You sound excited.”

“That’s really great.”

Give students a turn to practice the helpful scripts. Your students will still want to tell people not to brag, which is not the most effective strategy. When you gently offer kind words after bragging, often the person realizes in a shame-free way that they crossed a line. Keeping it positive is much kinder and effective than saying, “You don’t have to brag!” Ask your students, “Why did I choose such a kind, gentle way to respond? How did it help? What is one thing we can do in real life when we accidentally brag or are around bragging?”

BE RESPONSIBLE The following communication activity will help students take responsibility for sharing pride with humility.

● RESPONSIBLE Activity I *Happy for You, Happy for Me*

PRACTICE

Taking responsibility to humbly share pride
Celebrating our friends’ accomplishments

Materials: Lovey, Proud, Jealous, Sad, Mad
Tuck Proud into Lovey. Place Jealous, Sad, and Mad word-side-down around Lovey.

“When a friend is feeling proud, you may not feel so happy. What might you be feeling?”
When students name an upset feeling, have them

find that feeling. Acknowledge that it is normal to have these kinds of upset feelings, but it is also important to be kind to others.

“Remember, it takes character to say something nice to a friend when he is feeling proud even if we are feeling unhappy. Let’s practice how to be happy for someone’s accomplishments when we are not happy for how things went for ourselves.”

Show 1: What to Say and Do to Show You Are Happy for Someone Even If You Are Feeling Upset. Ask a few students to share proud moments so you can model different scripts. Even though you are not happy, model using a voice that is kind but somewhat sad. Reverse roles so your students can practice.

“That’s great.”

“You’re lucky.”

“I’m happy for you.”

“Even though I said something kind, how do you think I was really feeling? How does it make you feel about a classmate when they can be happy for you even though they are not feeling happy?”

Show 2: What to Say and Do to Receive a Compliment Yet Remain Thoughtful of Others’ Upset Feelings “Who do you know that can graciously receive a compliment about their success even when they know you’re not feeling happy yourself?”

Ask volunteers to act sad because they lost a game, but be kind enough to congratulate a fellow classmate for winning a game. Model how to thoughtfully receive the compliment while acknowledging the student’s upset feelings. Reverse roles so students can practice.