

BE COMPASSIONATE AND KIND The following communication activities will help students be brave and kind to ALL people not just their friends or students who are accepted by their peers.

● COMPASSIONATE AND KIND Activity 1

Say Something

PRACTICE

Being kind and friendly to everyone at school, not just your friends

“Do you have to like a person to treat them kindly? Or can you treat everyone kindly even if you don’t particularly care for them? Why can it take courage to be nice to everyone?”

Have students complete the following statement: “You have to be brave because some kids... (get mad at you if you are nice to kids they don’t like; will not like you if you hang out with other kids; will tease you for being nice to some kids; might stop being your friend).

Help students create shows using the Kimochis™ characters that put them in the above scenarios. The students who take the role of being pressured not to be kind need to be brave and choose kindness despite the pressure. Wrap up each show with these suggested communication prompts:

“How would you feel about yourself if you could be friendly to everyone even if they were not your friend?”

“How do you think others would think of you?”

● COMPASSIONATE AND KIND Activity 2

Help

PRACTICE

Getting adult help

Materials: Scared, Brave

“It’s a good rule to try to work out your problems by yourself before getting an adult, but when is it important to say something to an adult?”

Toss the Scared feeling pillow to students who wish to complete this prompt: “If you tell an adult, other kids might ...” Toss the Brave feeling pillow to students who wish to complete this prompt: “When I get adult help, it seems to work the best when I ...”

Students with social-emotional challenges may have a hard time knowing when to get adult help. Students need to know that they should get help when they: (1) are scared or in danger; (2) need protection for themselves or someone else; or (3) need protection for their own or someone else’s property. Discuss different scenarios and determine as a group when students should try to work it out on their own and when adult help is necessary.

● COMPASSIONATE AND KIND Activity 3

Brave Talk

PRACTICE

**Using positive self-talk to support shy or reluctant feelings
Being kind to yourself when afraid**

Materials: Bug, Brave, Excited, Happy, Scared, Uncomfortable, Curious, Proud, Shy

“When you were little, you had to learn a lot of new things. Let’s name some of the things you had to learn.”

“Using the feeling pillows in the center or our circle, tell me how you feel when you’re trying something new.”

“Some people feel comfortable and excited about trying new things, and some people can relate more to Bug, who likes to take his time before jumping into something new. Both are perfectly okay ways to experience new situations. If you are less certain like Bug, you will need to use brave talk or tell yourself reasons to feel more comfortable.”

Tuck Bug’s wings inside as a sign that he is feeling cautious and afraid of trying something new. Pass Bug around the circle to students who can share words that encourage brave feelings.

(Example: “I know I don’t like trying new things, but I am going to be brave and do it anyway.”)

Have students pass the Brave feeling pillow to others who they think are brave. (Example: “I want to give Franklin the Brave feeling because I saw him stand up to someone who was not being kind.”)

For students with social-emotional challenges, make an Affirmation Card (page 63) that lists statements a student could say in her head or whisper when she faces something new. Possible affirmation statements could be: “I can try this new thing. This isn’t that hard. I will use brave talk to help me through this hard thing. I can be brave and try this new thing.”

COMMITMENT to character

Personal Commitment

Have students record in their Kimochis™ Journals their positive commitment to choosing one action they learned about brave feelings that will improve relationships and school performance.

“What one action will help you recognize and support a friend’s fears? What one action will help you apologize and forgive?”

Check-in

Occasionally check in with your students to see how they are doing with their commitment to understanding and being supportive of others’ fears, reluctance, and shy feelings and to accessing brave feelings to be the best they can be.

Guide Positive Behavior

When your students need a little extra help, give them some tips:

- “I would like to see you use your brave feelings to redo that moment.”
- “Be brave and get yourself to do the right thing.”
- “It takes bravery to tell someone why you are sorry. I think you can practice being brave and tell Mary why you feel sorry about your actions.”

Acknowledge Positive Choices

When you catch your students making positive choices, acknowledge them:

- “I see you remembered to redo that moment—that was brave!”
- “I see a girl who does the right thing even when she is afraid. That is what I call bravery.”
- “I think you’ll find that being brave and telling the truth makes you feel good about yourself. I admire you for choosing to be honest.”

HOME LINK

Go to www.kimochis.com for more information, letters to parents, and activities you can share with your students’ families to help them build respect, responsibility, resiliency, and compassion/kindness when dealing with brave feelings at home.