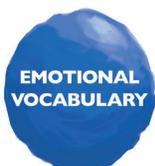


2. Say “Stop, don’t” or “Hey” in a casual but clear tone and then say “Thanks.” (Make sure your facial expression is neutral or friendly.)
3. Put students in pairs to practice. “When do you think you might use this habit? Could it help you at school or at home? How?”

● RESPECTFUL Activity 2

Bring Yourself Back

PRACTICE Settling down



Self-control is when you can bring yourself back to focus and settle down.

Materials: Kimochis™ characters and feeling pillows
“What is self-control? Self-control means, ‘I can get my body to do the right thing even when I don’t want to. I can bring myself back from silliness and calm down.’ Raise your hand if you find it challenging to settle down when you are having fun and feeling silly.”

“In this game, you can use all the Kimochis™ characters and feelings to be silly. When you hear me clap twice, you must immediately use self-control by making your body stop being silly and FREEZE. If you can’t get your body to settle down and FREEZE, then you are out and can join me clapping twice.” The game is over when remaining students have used self-control for several rounds.”

“If you got out of the game quickly, why do you think this happened?”

“For those of you who stayed in the game, how do you control yourself when you are having fun and being silly?” Keep bringing the conversation back to how students need to make good choices with their bodies even when they are not in the mood.

“Why do you think we played this game? How would our classroom be different if everyone could get really good at using self-control to come back from silly moments?”

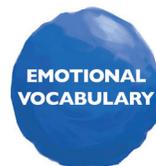
Help students with social-emotional challenges choose a phrase to think of when they need to stop being silly. Write some options on the board. Place one in a “thinking bubble” to remind students to think the phrase and not say it out loud. Examples: “I can stop myself” or “(Say my name) slow down.”

BE RESPONSIBLE The following communication activities will help students be responsible for managing silly feelings so they make positive learning choices.

● RESPONSIBLE Activity 1

Red Light and Green Light Friends

PRACTICE Making choices that support learning



Red light friends distract you.
Green light friends do not distract.

Materials: Huggtopus
“We are going to implement a new tool that will help you make positive choices when you get to choose who you want to work with. Red light friends are very distracting for you and make it hard for you to do your best work. Green light friends are not distracting for you so you can do your best work. You like both your red and green light friends, but green light friends are the best choice for learning.”

Use Huggtopus as a way to explain that red light friends aren’t bad friends or bad people. “Huggtopus is a red light friend with almost everyone. She’s silly and exuberant, and she has a hard time containing herself. Does this mean Huggtopus is bad? No, it just means she has to work on self-control. All of us have a little bit of Huggtopus inside of us. Some of us are more like