

**Putting It All Together** Create two lines facing each other. Have students in line 1 look sad and frustrated. Students in line 2 are to notice the sad feeling and say something that shows concern. Students in line 1 are to kindly let their partners know that they are feeling sad/frustrated but prefer to be alone. Students in line 2 should then reassure their classmates that they understand and respect their request to be alone.

Then have students reverse roles. Spotlight any group that wishes to present their show to the class. Wrap up this activity by asking students, “How can this practice help you in real life?”

**BE RESPONSIBLE** The following communication activity will help students realize they can take responsibility for giving themselves hope when they are feeling sad, mad, or frustrated.

### ● RESPONSIBLE Activity 1

#### *Choose Hope*

**PRACTICE**  
Optimistic self-talk  
Honoring upset feelings

*Materials: Lovey, Mad, Sad, Frustrated*

Before the activity, tuck Sad, Mad, and Frustrated into Lovey’s pouch. Have a student pull a feeling and share a reason someone could have this feeling. For example, “I feel sad that I cannot visit my grandma.” Then add a hopeful thought, “... but I hope I will get to see her next week.”

Now your class is ready for the “Hope Potato” game (a takeoff on Hot Potato). Have students sit in a circle. Put Sad, Frustrated, and Mad in the hands of three different students who are not seated near each other. Have each person holding a feeling turn to the person on their right and share a reason they might have the feeling. Then have the person add a hopeful thought to their statement. For example, “I feel mad because I was last in line at the drinking fountain after gym.

But I hope I won’t be last in line the next time.” Students should pass the feelings around the circle until all of the feelings have gone around completely. Check in with your students to find out their thoughts about this skill.

**For students with social-emotional challenges, write “I feel \_\_\_\_\_, but I hope \_\_\_\_\_” on the board so they can check it as they play Hope Potato.**

“How can thinking hopeful thoughts help our sad, mad, and frustrated feelings?” Talk about how hope can create a positive outlook when feeling discouraged. Bring in the concepts of optimism and pessimism. Explain that optimistic talk gives you hope whereas pessimistic talk makes you feel hopeless or discouraged. Ask students to listen to the following statements and stand up if they think the statement is optimistic and hopeful.

“I am never going to get this right.”

“I have done hard things before, so I know I can do hard things again.”

“I am so sad my best friend moved, but I know I will get to see her again and we can always write.”

“I bet I’ll never see my friend again now that he moved.”

“School is too hard. I am not good at anything.”

“School is hard, but I know if I work hard, I can do by best.”

“Who can give us hope when we feel sad, frustrated, or mad?” Help students understand that they can turn to friends, family, and teachers. Model what this sounds and looks like. (Pretend to be a child and have a student play the role of the parent. Say, “Dad, I’m having a hard time with friends at school. I have run out of ideas how to get along with them at recess. Can you help?”) Remind students that asking for help shows courage, not weakness.

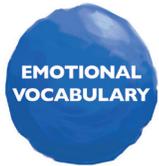
For students with social-emotional challenges, write a Social Narrative (see page 63) about how to think hopeful thoughts and forget hopeless ones. Include a script from the activity above.

**BE RESILIENT** The following communication activities will help students be resilient when expressing or listening to mad feelings.

● **RESILIENT Activity 1**  
*Hope Helps Frustration*

**PRACTICE**

Positive self-talk to manage frustration



Self-talk is what we say in our heads to ourselves. **Positive self-talk** makes us feel good about things. **Negative self-talk** doesn't.

*Materials: Lovey with Hopeful and Frustrated inside*  
Have a student pull the feelings out of Lovey. "How can hope help frustration?" Pass Frustrated around the circle and share hopeful statements to use when feeling frustrated. Remind students that anyone can give up when things are tough. It takes a person with character to stick with things when feeling frustrated. Hopeful scripts can help.

For students with social-emotional challenges who get discouraged easily, make an Affirmation Card (page 63). When he needs to be more hopeful, prompt him to get out this card and say his statement.

● **RESILIENT Activity 2**

*Hope Helps Sad, Jealous, and Left Out Feelings*

**PRACTICE**

Thinking the best when you feel sad, jealous, and left out

*Materials: Lovey, Hope, Sad, Left Out, Jealous*

Before the activity, tuck Hope, Sad, Left Out, and Frustrated into Lovey's pouch. Have students pull the feelings from Lovey. Discuss how the feeling of hope can help when friends have left-out, sad, and jealous feelings.

"Listen to these words and tell me if you think they encourage hope: 'Nobody ever asks me to play. Nobody likes me.'"

Have students create the following scenarios while you give hopeful and hopeless thoughts about what is happening. Then have students pinpoint which thought is hopeful and how hope can affect our feelings and actions toward our friends.

"You have a choice to think the best or the worst when you are in a situation that makes you feel upset by a friend's actions."

SITUATIONS	HOPEFUL THOUGHTS	HOPELESS THOUGHTS
Friends didn't wait.	"Maybe they didn't see me."	"They never wait for me. They don't care about me."
Friends having a playdate	"They can have lots of friends and so can I."	"They are leaving me out and don't like me."
People walked away when you walked up	"Maybe they were done talking."	"See, they don't like me."
People stopped talking when you walked up	"Maybe they needed privacy."	"They must be talking about me."
Two friends wearing the same outfit	"I know how fun it is to match a friend."	"They only like each other and not me."