

else? When good friends and family get mad at each other, they still love each other. When someone is mad, we need to listen to why they feel mad and see if we can do anything to make things better.”

Demonstrate how to listen to a friend who is mad. Have a student act out with Cloud and tell you, “I am so mad you stole my pencil!” Model not interrupting. “You’re right, I’m sorry, Cloud. Is there more you want to tell me?” Point out to students that you are using a friendly face, eye contact, and a friendly voice. Reverse roles and have students practice.

### ● COMPASSIONATE AND KIND Activity 3 *Choosing Compassion and Kindness*

#### PRACTICE

Responding to hurtful anger in a calm, kind way  
Seeking to understand why someone is mad  
even when they yell or say hurtful words

*Materials: Cloud*

“Sometimes when people feel really mad, they say hurtful things that aren’t true. We call these ‘big mean things that aren’t true.’ Let’s make a list of some big mean things.” Write these on board. Examples: You’re not my friend anymore; I hate you; You’re not invited to my birthday party.

“Raise your hand if someone has said one of these things to you. How did that make you feel? Let’s agree as a class to avoid saying big mean things. If someone says one to us, let’s choose to act with kindness. I’ll demonstrate with Cloud.”

Have a student act out with Cloud and tell you, “You’re not my friend anymore.” Gently respond, “Are you mad?” or “Did I do something?” Have Cloud say, “I’m sorry ... I’m just feeling mad.”

Have students practice responding when Cloud says a big, mean thing. Point out that responding

with tenderness can make hurtful situations better right away.

**For students with social-emotional challenges, make a poster that says “No Big Mean Things in Our Classroom!” Put a big red international NO symbol through it, hang it up, and refer to it when needed.**

## COMMITMENT to character

### Personal Commitment

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

“What one action will help you recognize mad feelings? What one action will help you listen to and problem-solve others’ feelings?”

### Guide Positive Behavior

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

- “You can be mad, but you can’t be mean. Start again and tell Franklin why you feel mad.”
- “Use your talking face and voice so I can listen and understand why you are feeling mad.”
- “Remember to tell, not yell!”

### Acknowledge Positive Choices

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

- “You make it easy to listen to mad feelings.”
- “You’re careful to be mad without being mean!”

## HOME LINK

Go to [www.kimochis.com](http://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 mad feelings at home.