

when you feel happy?" (I'm happy for you; Lucky you; I wish I ...; Nice job; I'm glad you're happy; You look so happy.)

"I've filled Cloud's pouch with feelings that can make it hard to be happy for our friends. For example, my friend is happy her team won the soccer tournament, but I am feeling sad, mad, and jealous because my team lost. Upset feelings are normal. You can show that you are generous of heart if your upset feelings do not keep you from saying and acting happy for your friends."

Pull feeling pillows from Cloud one at a time and have students fill in the following:

"I could feel jealous because _____,
but I could still say, 'I am happy for you.'"

"I could feel mad because _____, but I could
still say, 'I'm glad it worked out for you.'"

"I could feel frustrated because _____,
but I could still say, 'Wow, nice job.'"

"I could feel sad because _____,
but I could still say, 'You look really happy.'"

"Both feelings can be true. When you speak and act kindly even when you're upset, it says a lot about you and your character."

BE RESILIENT The following communication activities will help students develop positive thinking habits that can lead to a happier state for both oneself and others.

● RESILIENT Activity I *Happy Habit*

PRACTICE Seeing the bright side of a situation

Materials: Cloud

Turn Cloud's head to sad and then happy and ask your students, "Do you prefer to be around

friends who are in happy moods or upset moods? Why? How do other people's moods affect us? It is okay to not be in a good mood, but it's important to remember that happy moods are contagious. People like to be around others who are happy."

"When you are in a happy mood, how do you handle situations that upset you? When you are in a happy mood, how does your happiness affect others?"

"No matter what happens in life, you can choose to complain and feel bad or you can choose to find something to feel glad or happy about. This is called "seeing the bright side of a situation." Nod if you know what I am talking about."

Students with social-emotional challenges might struggle to understand the saying, "seeing the bright side of a situation." Explicitly point out the differences between Cloud's sad face (which is gray) and his happy face (which is bright white). Explain that "bright" in this saying means "good." If the concept is still difficult for the students to understand, write one of the situations from the activity below on both sides of a blank piece of paper. Write "Not So Good" on one side and "Good" on the other. Start with the bad side and discuss what would be bad about the situation. Then turn the paper over to the good side and discuss what could be the good or bright side of the situation. Remember to add "see the bright side of a situation" to the "Words Don't Always Mean What They Say" chart (see page 62).

"Two simple words can help us develop the habit of finding something good when we are not feeling good. Listen and figure out what the two words are." Hold sad Cloud and say, "My grandpa was supposed to come visit this weekend, but he has the flu. At least I am lucky to have a grandpa who is able to come visit me."

Have the student who guesses hold sad Cloud and respond to one of the following upsetting situations by using the words "at least" to turn things around. Give the student the option to

keep Cloud's face on sad or turn it to its happy side. Continue passing Cloud around so students can practice. Allow students to share how they came to their decisions.

He broke his arm.

(At least it will be better in three weeks.)

He wanted to play outside, but it was raining too hard. (At least he could play inside.)

It was raining when he was waiting for the bus. (At least the bus was on time.)

He wanted to play basketball but they already had enough players. (At least he could watch his friends play or be a sub.)

Her favorite pair of jeans got a hole in them. (At least she has other clothes to wear.)

Once your students get the hang of this game, allow one student to create an upsetting situation for Cloud. Have a fellow classmate turn the mood around with an "at least" statement. End with reminding students that happiness is a choice. "How can this positive thinking habit be helpful in real life?"

● RESILIENT Activity 2

Thinking the Best

PRACTICE

Assuming goodwill and intention

For students with social-emotional challenges, it might be more successful to work in a small group (3–4 students) and use thinking bubbles (see page 62) to compare "best" and "worst" scenarios in role-plays.

Materials: Mad, Frustrated, Left Out, Hurt, Sad, Jealous, Scared, Loved, Shy, Happy, Grateful, Excited

Sit in a circle with the feeling pillows in the center. "It's common to guess what our friends are thinking. What we think or the story we tell ourselves about what we see can create either happy or upset feelings. Watch how this works." "If a friend passes you by without saying hi,

how might you feel? What could be a positive reason a person might pass you by without saying hello? (Maybe she was in a hurry, in a quiet mood, didn't see you, or had something on her mind.) If you choose to tell yourself a positive story, would you feel better? Why?"

"There are a lot of reasons people do and say hurtful things that have nothing to do with us. Let's train our brains to think positive thoughts first. The words 'Maybe she is ...' can help you think the best in a not-so-good situation. For example, 'Maybe she is tired.' What are some other reasons friends can act in ways that upset us?" (List on the board: Maybe she is ... hungry, in a bad mood, had something upsetting happen to her, feeling nervous, feeling tired or grumpy.)

Ask volunteers to act out the following scenarios. Then have the class talk about how the situation could be interpreted.

Two friends are laughing:

Think the worst: "They are laughing at me."

Think the best: "They are having a good time."

Friends did not wait for you:

Think the worst: "They don't like me anymore."

Think the best: "They didn't know I wanted to come with them."

There is whispering:

Think the worst: "They are talking badly about me."

Think the best: "They are sharing a private thing."

Your friend chooses someone as a partner:

Think the worst: "She doesn't like me anymore."

Think the best: "I can be her partner next time."

Your two closest friends have a play date:

Think the worst: "They don't like me anymore."

Think the best: "It's okay. I'll have a play date another day."