

Give students a turn to practice the helpful scripts. Ask your students, “How can you tell when someone thinks you are bragging? Why do friends like it when we apologize when we accidentally brag?”

**Show 2: What to Say and Do When Someone Brags** Have a volunteer brag so you can model a helpful script.

### Helpful Scripts

“I’m happy for you. You sound excited.”

“That’s really great.”

Give students a turn to practice the helpful scripts. Your students will still want to tell people not to brag, which is not the most effective strategy. When you gently offer kind words after bragging, often the person realizes in a shame-free way that they crossed a line. Keeping it positive is much kinder and effective than saying, “You don’t have to brag!” Ask your students, “Why did I choose such a kind, gentle way to respond? How did it help? What is one thing we can do in real life when we accidentally brag or are around bragging?”

**BE RESPONSIBLE** The following communication activity will help students take responsibility for sharing pride with humility.

### ● RESPONSIBLE Activity I *Happy for You, Happy for Me*

#### PRACTICE

Taking responsibility to humbly share pride  
Celebrating our friends’ accomplishments

*Materials: Lovey, Proud, Jealous, Sad, Mad*  
Tuck Proud into Lovey. Place Jealous, Sad, and Mad word-side-down around Lovey.

“When a friend is feeling proud, you may not feel so happy. What might you be feeling?”  
When students name an upset feeling, have them

find that feeling. Acknowledge that it is normal to have these kinds of upset feelings, but it is also important to be kind to others.

“Remember, it takes character to say something nice to a friend when he is feeling proud even if we are feeling unhappy. Let’s practice how to be happy for someone’s accomplishments when we are not happy for how things went for ourselves.”

**Show 1: What to Say and Do to Show You Are Happy for Someone Even If You Are Feeling Upset.** Ask a few students to share proud moments so you can model different scripts. Even though you are not happy, model using a voice that is kind but somewhat sad. Reverse roles so your students can practice.

“That’s great.”

“You’re lucky.”

“I’m happy for you.”

“Even though I said something kind, how do you think I was really feeling? How does it make you feel about a classmate when they can be happy for you even though they are not feeling happy?”

**Show 2: What to Say and Do to Receive a Compliment Yet Remain Thoughtful of Others’ Upset Feelings** “Who do you know that can graciously receive a compliment about their success even when they know you’re not feeling happy yourself?”

Ask volunteers to act sad because they lost a game, but be kind enough to congratulate a fellow classmate for winning a game. Model how to thoughtfully receive the compliment while acknowledging the student’s upset feelings. Reverse roles so students can practice.

"I appreciate you congratulating me. Thanks."

"It's hard to feel happy when  
I know you are not happy."

"You're a good sport."

"Maybe next time you will win."

"How did the way I spoke to you make you feel about your upset feelings? Why can this way of treating each other make for a kinder community in our classroom?"

**BE RESILIENT** The following communication activities will help students be resilient when others do not share in their proud feelings and when people brag when feeling proud.

● **RESILIENT Activity 1**  
*Proud Power*

**PRACTICE**

**Graciously bouncing back when someone is unkind**

"Sometimes a friend will say something unkind when you are happy and proud. Who can share some words that might make you feel sorry you shared your pride and happiness?" ("So"; "Who cares"; "That's not so great, I can do that too.") Each time a student says one of these hurtful expressions, say "ouch!" as a dramatic way for students to feel the sting of words.

"I want you to consider that friends are not trying to be mean or hurtful but rather they are too upset to be able to get themselves to be happy for you at the moment. Can any of you relate to not being able to be happy for a friend?"

Share something you are proud and happy about. Then have a student make a hurtful, statement about what you shared so you can model how to respond. A kind smile is an effective way for the person to feel the sting of their hurtful words without shaming. It helps to then politely change

the subject or move the action away from the awkward moment. The smile must be subtle and sent with good intention.

Reverse roles so students can practice using this nonverbal communication strategy to let someone know they hurt your feelings. Have students share and show you other effective ways they have found to handle these hurtful moments.

For students with social-emotional challenges, make a **Kimochis™ Character Story card (page 63)** that can help them remember what to do when someone won't share in their happiness. Prompt students to read the story when needed.

● **RESILIENT Activity 2**  
*Bragging Can Be Easy to Do*

**PRACTICE**

**Assume the best when hurt by bragging  
Self-awareness and regulation  
to avoid unintentionally bragging**

Instead of understanding that they are bragging, some students with social-emotional challenges may think that they are just talking about what is interesting to them. They might think they will be more accepted if they show off what they can do. You may need to review the strategies in this activity numerous times for students to learn how to become more self-aware.

*Materials: Huggs, Cat, Bug, all of the feeling pillows*  
Scatter the feelings in the center of your circle. Then tell your students, "Bragging can be easy to do when we have lots of feelings at the same time we feel proud. Let's consider Huggs and Cat and how their personalities, mixed with certain feelings, could find them accidentally bragging when they really just wanted to show pride."

Remind students of Huggtopus's big, exuberant personality. Think with students about what feelings Huggs could have at the same time she feels pride. (She could be surprised and excited to finish first in a timed test.) Have students tuck these feelings inside Huggs.