

CREATE and PRACTICE the Kimochis™ Way

See page 262 for a reminder of the most important Keys to Communication for managing this emotion.

BE RESPECTFUL The following communication activities will help students be respectful of their own and others' fears.

● RESPECTFUL Activity 1 *It's Okay to Be Afraid*

PRACTICE Respecting others' fears and being supportive

Materials: Bug, Brave, Surprised, Curious

"Have you ever had a friend who was afraid of something and you weren't? How did that make you feel?" (surprised, curious).

"People will accidentally say things that hurt your feelings, not because they are mean or trying to hurt your feelings, but because they are surprised or curious that you have a certain fear. Listen to the following statements and give me a thumbs-up if you would like someone to speak to you this way or a thumbs-down if it would hurt your feelings."

Surprised or Curious:

"You're not afraid of dogs!?"

(said with a tone and face that is a put down)

"I didn't know you were afraid of dogs.

I'm glad you told me." (said with compassion)

"I know a lot of people who are afraid of dogs.

I didn't know you had that fear too."

(said with compassion)

"Don't be a 'fraidy cat.'" (said as an insult)

"I use to be afraid of dogs too. I didn't know we had that in common." (said in a friendly manner)

"Why are you afraid of dogs? Dogs are nice."

(said with interest and care)

"Why are you afraid of dogs? Dogs are nice."

(say it the second time as an insult)

"How does it make you feel when you are afraid of something and someone else thinks it is silly?"

For students with social-emotional challenges, use When-Then boxes (page 62) to show students how sometimes words that are said without thinking can be hurtful.

"The next activity will teach you how to respond when someone makes you feel bad about being afraid. Remember to assume the best or remind yourself to think that people are not trying to intentionally hurt your feelings. They might just be surprised or curious that you're afraid."

● RESPECTFUL Activity 2 *So, I'm Afraid*

PRACTICE Self-respect and speaking up when put down about fears

"Let's practice what to say and do if someone accidentally or intentionally hurts your feelings for being afraid."

Approach several different students (only those who want a turn) and tell them what you are afraid of. These students' jobs are to say and do things that might make you feel badly for being afraid. Model using these four communication habits and the scripts offered below.

- Use a talking face and voice.
- Don't shame your friend for being unkind.
- Keep your words brief.
- After student acknowledges he is sorry, change the conversation and keep a friendly tone.

Scripts to Stand Up for Yourself

"I am afraid of (the fear), and I am okay with it."

"I think everybody has something they're afraid of."

"I wish I weren't afraid, but I am."

"I know you didn't mean to, but that hurt my feelings."

Reverse roles to give your students practice bravely and matter-of-factly responding to you putting them down about a fear.

“What did you do with your communication when you stood up for yourself?”

“How did you feel about standing up to me without being mean?”

“Does it help to memorize what to say so you don’t have to think of words when someone hurts your feelings?”

Younger students can use Bug and Cat in a puppet show to practice bravely telling someone not to tease them for being afraid. Give one student Bug with Brave tucked in his pouch and the other student Cat with Surprised and Curious tucked in her pouch.

Whisper in your student’s ear:

“Have Bug tell Cat, ‘I’m afraid of dogs.’”

“Have Cat tell Bug, ‘I’m not afraid of dogs.’
(Use an unkind tone.)

“Have Bug say matter-of-factly,
‘Well, I am and that’s okay.’”

“Have Cat say regretfully,
‘Oh, I’m sorry I hurt your feelings.
Of course it is okay to be afraid of dogs.
I’m afraid of things too.’”

Choose two new students to take the roles of Bug and Cat and use the same scripts. You can keep doing the same show over and over with new students so students can memorize how to talk and be brave when feeling hurt.

Discuss how good we feel inside when we know what to say and do if anyone says something that hurts our feelings. Remind students that they can use their talking face, voice, and helping words so people will want to be kind to them.

Some students may need a prepared “script” for when they want to stand up for themselves. Let those students choose the script from above that feels best for them and write it on a cue card. Place card in their pocket (for recess), on their backpack (for bus rides), or at their desk (for classroom time). Include these reminders: Use a talking voice and face; Just say the words on my card; After the person says sorry, change the subject.

BE RESPONSIBLE The following communication activities will help students be brave and honest and take responsibility for their actions even when they fear consequences.

● RESPONSIBLE Activity 1

Owning Up

PRACTICE

Being honest even when you are afraid

Materials: Scared, Sorry, Uncomfortable, Guilty, Embarrassed, Sad

“Raise your hand if you have ever gotten in trouble from a teacher or parent.” (Point out how all or most hands are up and how brave students are for telling the truth.)

“How do you feel when you know you have done something wrong and an adult wants to talk to you?” (Students can use the feeling pillows to help them retrieve feeling vocabulary.)

“When you do something wrong, does it make you want to hide or feel like crawling under a rock?” (Model crouching down, cowering, and trying to hide.) Let your class know it is a normal impulse to want to run away or hope you will not get in trouble.

“It takes courage and bravery to face an adult, make eye contact, listen, and then say exactly what you did that you regret. This is called ‘owning up to the truth.’ Who can share a story of a time when you were able to be brave, tell the truth, and own up to what you did even though you knew it would mean you would get in trouble?”