

## COMMUNICATE with a Kimochis™ Check-in

*Materials: music, Huggs, Silly*

Before the activity, tuck the Silly feeling pillow into Huggs's pouch and put on some music. Tell your class, "This is a no talking game. We're going to toss Huggtopus around. We need to make sure everyone gets a turn to hold Huggs and no one holds her more than once." When the last student is holding Huggtopus, ask her to reach inside and reveal the feeling of the day.

### Self-Awareness

"Who likes to feel silly?"

"Show me with your face and body what you look like when you feel silly."

**For students with social-emotional challenges, make a Feeling Chart (page 61) to show what our bodies look like, sound like, and feel like when we get silly.**

### Self-Regulation/Mood Management

"What are some things that make you feel silly? 'I feel silly when ...'" List examples on the board.

"What happens inside your body when you feel silly? 'When I feel silly ...'" (I get loud; act goofy; use weird voices; say things that don't make sense).

"Can silliness ever annoy others? How? When? Where?"

Share and allow students to ponder the meaning of the kotowaza: For silly to be fun, it has to be fun for everyone.

"We are going to learn where, when, and how to enjoy silliness so that we can put more fun into our school day. We will also practice switching out of silliness so that fun doesn't distract us from learning."

## 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 others when feeling silly.

### ● RESPECTFUL Activity I

*Musical Kimochis™*

#### PRACTICE

Self-awareness and regulation

*Materials: music, Huggtopus, Silly, Excited, Happy*

Turn on music and allow the students to quickly pass/toss Silly, Excited, and Happy to one another. When you stop the music, see who is holding the feelings. Ask the students with the feelings one of the following questions. Then go another round so many students get a turn.

"I get this feeling when ..."

"This feeling can sometimes get me in trouble because I ..."

"The best part of this feeling is ..."

"The hardest part about this feeling is ..."

"I can accidentally annoy people if I ..."

Give the prompt: "When I am feeling silly, I have to be careful not to ..." (get too loud; bother others; get too rough with others). "If someone is getting too silly with you, here's what you can do without hurting feelings." Demonstrate the following strategies:

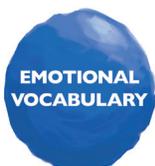
1. Shake your head "no" while giving a smile. That says, "I like you, but don't do that."

- Say “Stop, don’t” or “Hey” in a casual but clear tone and then say “Thanks.” (Make sure your facial expression is neutral or friendly.)
- Put students in pairs to practice. “When do you think you might use this habit? Could it help you at school or at home? How?”

## ● RESPECTFUL Activity 2

### *Bring Yourself Back*

#### PRACTICE Settling down



**Self-control** is when you can bring yourself back to focus and settle down.

*Materials: Kimochis™ characters and feeling pillows*

“What is self-control? Self-control means, ‘I can get my body to do the right thing even when I don’t want to. I can bring myself back from silliness and calm down.’ Raise your hand if you find it challenging to settle down when you are having fun and feeling silly.”

“In this game, you can use all the Kimochis™ characters and feelings to be silly. When you hear me clap twice, you must immediately use self-control by making your body stop being silly and FREEZE. If you can’t get your body to settle down and FREEZE, then you are out and can join me clapping twice.” The game is over when remaining students have used self-control for several rounds.”

“If you got out of the game quickly, why do you think this happened?”

“For those of you who stayed in the game, how do you control yourself when you are having fun and being silly?” Keep bringing the conversation back to how students need to make good choices with their bodies even when they are not in the mood.

“Why do you think we played this game? How would our classroom be different if everyone could get really good at using self-control to come back from silly moments?”

**Help students with social-emotional challenges choose a phrase to think of when they need to stop being silly. Write some options on the board. Place one in a “thinking bubble” to remind students to think the phrase and not say it out loud. Examples: “I can stop myself” or “(Say my name) slow down.”**

**BE RESPONSIBLE** The following communication activities will help students be responsible for managing silly feelings so they make positive learning choices.

## ● RESPONSIBLE Activity 1

### *Red Light and Green Light Friends*

#### PRACTICE Making choices that support learning



**Red light friends** distract you.

**Green light friends** do not distract.

*Materials: Huggtopus*

“We are going to implement a new tool that will help you make positive choices when you get to choose who you want to work with. Red light friends are very distracting for you and make it hard for you to do your best work. Green light friends are not distracting for you so you can do your best work. You like both your red and green light friends, but green light friends are the best choice for learning.”

Use Huggtopus as a way to explain that red light friends aren’t bad friends or bad people. “Huggtopus is a red light friend with almost everyone. She’s silly and exuberant, and she has a hard time containing herself. Does this mean Huggtopus is bad? No, it just means she has to work on self-control. All of us have a little bit of Huggtopus inside of us. Some of us are more like