

CREATE and PRACTICE the Kimochis™ Way

See page 263 for a reminder of the most important Keys to Communication for managing this emotion.

BE RESPECTFUL The following communication activity will help students understand and be respectful of how others handle frustrating moments.

● RESPECTFUL Activity I *Preferences*

PRACTICE
Honoring your own and others'
preferences so that each of you can do
what works best when feeling frustrated

Materials: Huggtopus

“Some people like help when they are frustrated and others prefer to work out frustration on their own. Neither is right or wrong, it’s just a preference. If you prefer something, that means you choose it. We’re going to play Kimochis™ Preference today. This is a ‘no talking allowed’ game. Line up in single file on one side of the classroom.”

“Now, walk to the other side of the room if you prefer Kimochis™ Cat over Kimochis™ Huggtopus. If you prefer Huggtopus, stay where you are. Notice who likes Cat. Notice who likes Huggs. Okay, now everyone walk back. There is no right or wrong answer because we respect others’ preferences.”

Continue this game to develop the concept of personal preferences. Use these suggestions or make up some of your own:

- Kimochis™ Cloud vs. Kimochis™ Bug
- winter vs. summer
- reading vs. math
- basketball vs. swimming

End the activity by saying, “Walk to the other side if you prefer to have help from people when feeling frustrated. Stay here if you prefer to be alone when feeling frustrated.”

“Remember there is no right or wrong answer for what helps us with frustration. We all need to figure out what we prefer and share this with our friends so we can best support one another when frustration hits. Take note of who likes to be left alone when feeling frustrated and try to keep that in mind.”

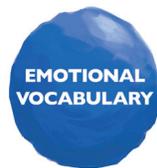
It is also important for students to be aware of how they decline help when feeling frustrated. Respectful Activity I on page 134 lets students practice turning away help politely. It can easily be adapted to many types of feelings.

Be sure that students with social-emotional challenges who say they prefer to be left alone have a strategy to help them cope with frustration. Encourage the student to use her cue card listing calming strategies (see page 63) during alone time.

BE RESPONSIBLE The following activities will help students take responsibility for identifying frustration in themselves and others.

● RESPONSIBLE Activity I *Name It*

PRACTICE
Saying what you are feeling



Naming it is when you share what you are feeling and why.

Materials: Huggtopus

“What are some things that make you feel frustrated? ‘I feel frustrated when ...’” (List some examples on the board.) For students who are old enough to write, it can be very effective to have students write frustrating moments on Post-it notes and stick them to the board. This keeps students’ ideas anonymous and lets them get up and move, keeping their brains engaged.

Using a student response, take the first turn and demonstrate the simple art of “naming it.” Holding Huggtopus, approach a student (one who you know will want a turn) and have Huggtopus say, “I’m feeling frustrated because I can’t find my backpack and I’m running late for school!”

Give Huggtopus to the student and say, “Now you get to be Huggtopus. Pick a situation from the board or from your head. Have Hugg name it and tell (name another student) why you are frustrated.” Keep the activity going until everyone who wants to practice gets a turn. Then ask students the following:

“Why is it helpful when Huggtopus names how she feels?”

“How might Huggs be helping herself?”

“How does it help the person she’s talking to?”

Explain that it can help you calm down when you name upset feelings. It also gives a warning to people that you are upset and might not be easy to be around. Others can be supportive with their patience and compassion.

Take time periodically throughout the school week to invite classmates to share frustrating experiences and get advice from their peers. Students can be great teachers!

A student with social-emotional challenges might be paired with an especially friendly, kind, and helpful peer. This peer could be her buddy when she needs help coping with a frustrating experience. The peer buddy could prompt the student to do one of her calming strategies (page 63), go the Kimochis™ Corner, or Take a Kimochis™ Moment.

● RESPONSIBLE Activity 2

Kimochis™ Charades

PRACTICE

Observing body language to say what you see and then check it out

Materials: Huggtopus with following feelings tucked in pouch: Frustrated, Mad, Scared, Hurt. Write these phrases on the board: (1) Say what you see: “You look frustrated.” (2) Check it out: “Are you frustrated?”

Line up five students and ask them to look frustrated (run fingers through hair, clench hands, rub back of neck). Ask the rest of the class, “How do these students look the same? Different? What else could they be communicating?”

“If we only rely on reading body language to understand one another, what could happen by accident?” (You might think they are mean; you might not try to help them.)

NOTE: It’s helpful to use the word “accident” with young children to get them in the habit of thinking the best rather than being so certain that people are trying to be unkind.

Choose a new volunteer to join you at the front of the class. Have the volunteer reach into Huggtopus’s pouch and secretly pull out a feeling. Remind the student to keep the feeling hidden and act out the feeling using only body language and facial expression.

After the volunteer acts out the feeling, say to the class, “I’m going to say what I see.” Look at the volunteer and say, “You look frustrated.”

Then say to the class, “Now I’m going to check it out.” Ask the volunteer, “Are you frustrated?”

The student will tell you if you read her correctly. “Yes, I’m feeling frustrated” or “No, I’m not feeling frustrated. I’m feeling mad.”