

Keep the rules posted in the classroom. For carryover beyond Kimochis™ Class Meeting time, ask students to review the Kimochis™ Kind Partner Rules before partnering up for other activities. After they partner up, check in to see how the class felt the process went. Quick reminders that “There can be no pass-overs” and “Do not leave anyone dangling” are sometimes all it takes to make partnering-up go smoothly.

BE RESPONSIBLE The following communication activities will help students understand one another, communicate in ways that promote inclusion, and practice what to say and do when others are left out.

● RESPONSIBLE Activity 1

Being Treated the Way You Want to Be Treated

PRACTICE

Standing up for inclusion

Materials: all of the feeling pillows

“How do you feel when you see someone excluded? (scared, nervous, sad). Sometimes when we feel scared or nervous, we CAN’T get ourselves to do the right thing. Why?”

“What is the right thing to say and do when you see someone exclude another person at school?” Allow students to describe their best practices. “Do you know or admire someone who does the right thing when they see someone get excluded? Who is it? What do they say and do?”

“When you see someone being excluded, it’s helpful to quickly say something simple to remind the group to include everyone. The secret is to keep your words short and sweet so you do not embarrass or shame anyone.” Ask for three student volunteers. Have two of the students stand with you pretending to play a game. Have the third student approach and ask if he can play. Instruct the two students with you to say no. Then model how to respond with a tone

and facial expression that reminds the others to be nice. (See scripts below.) After you model a few phrases that are helpful, reverse roles so your students can practice: “You guys.” “Hey.” “Let him play.” “You can play.”

Then ask, “How would it change things at our school if more kids decided they were going to be responsible and not let anyone be left out?”

RESPONSIBLE Activity 2

No Matter What You Say or Do, I Include

PRACTICE

Being inclusive and resisting pressure to exclude

Materials: Cat, all feeling pillows

Stand in a circle. “No one wants to feel left out, and yet sometimes you might feel pressure to NOT include someone. Raise your hand if this has ever happened to you?”

“Kimochis™ Cat is a bit bossy. Sometimes Cat pressures her friends to exclude someone. Let’s see how she does this.”

Hold Cat and push your way between two students to talk to one but not the other. Say a common threatening statement like, “If you play with Sally, you’re not my friend.” Hand Cat to the student you spoke to and tell her to do the same thing (using a different threatening statement) to another student. Keep the activity going, passing Cat to different students until everyone who wants one has had a turn. Examples of threatening statements:

“You WOULD like him.”

“If you play with her, you can’t come to my birthday party.”

“He can’t play.”

Call “Freeze” and ask, “How did this game make you feel? How did these feelings make you react? Do people at our school act this way when

adults are not around? If you don't know what to say in these situations, it is very hard to do the right thing. Let's practice what to say so that you can feel good and be a kind, inclusive person." Have each student repeat his threatening statement to you. Respond matter-of-factly, using one (or all) of the following statements. After the script, change the subject. This will reduce the listener's shame.

Pressure statement: "You WOULD like her."

Responses:

"I do."

"I like her and I like you too."

"She's my friend and so are you."

"It's okay if you don't like her, but I do."

"We make room for everyone."

Pressure statement: "If you play with him, you're not my friend."

Responses:

"Really? I hope that's not true."

"That puts me in a tough spot."

"Why?"

"We make room for everyone."

Pressure statement: "He can't play."

Responses:

"Why not?"

"Come on, just let him play."

"You can play."

"We let everyone play."

Reverse roles so students can practice. After everyone has had a turn, ask, "How will these communication tools help you in real life?"

For carryover, have students practice responding to threatening statements from friends. Make a point of using the Left Out kotowaza often, especially before lunch or recess: We make room for everyone. It's helpful to reassure students that you are not asking everyone to be friends ... you are asking everyone to be friendly.

For students with social-emotional challenges, write a Social Narrative (see page 63) about being inclusive and resisting the pressure to exclude others. Include examples of helpful responses the student could use when given a pressure statement. Prompt the student to read the narrative before recess or other times when exclusion might happen.

BE RESILIENT The following communication activities will help students be resilient when feeling left out and learn to get comfortable when not always being included.

RESILIENT Activity I

Choose a Friendly and Resilient Response When Excluded

PRACTICE

Using a persuasive tone of voice and facial expression
Bouncing back when excluded



Bounce: don't get stuck in a feeling; move toward positive feelings. **Telling:** reporting to an adult when you are looking to make things better. **Tattling:** reporting to an adult when you want to get someone in trouble.

"Even though the school rules are 'We make room for everyone' and 'You can't say you can't play,' there will still be students who exclude others. We are going to learn how to BOUNCE—so we don't let left-out feelings wreck our day. If you just act friendly when someone tries to exclude you, you might find that they change their mind and include you after all. Let's practice."

Step I: Be resilient When Turned Down

Instruct a volunteer to turn you down when you ask to play. Respond with a friendly face, voice, and words, and simply ask, "Why not?" When the student changes her mind and includes you, thank her with positive energy.

Ask students why the volunteer changed her mind. (HINT: You looked and sounded like you expected her to change her mind!)