

FRUSTRATED

Call “Freeze” and ask your class:

“What did I say that helped me make sure I understood what (name student) was feeling?”

“How could it help our friendships if we get into the habit of saying what we see and checking it out when we think our friends are frustrated or having upset feelings?”

Continue this activity by having a new student secretly choose a feeling from Huggtopus. Ask another student to practice saying what he sees and checking it out.

Then pair your class into partners and label each person either A and B. Partner A is to pretend to be frustrated, hurt, mad, or scared. Partner B is to practice saying what he sees and checking it out. Reverse roles so each student gets the chance to practice both communication roles. Ask for pairs who wish to be spotlighted to put on their show for their classmates.

This is an easy activity to pick up any day as a way to remind students of the “say what you see and then check it out” habit. Add some of the fun feelings into the mix like Happy, Silly, and Excited for a more playful practice.

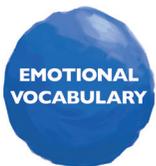
● RESPONSIBLE Activity 3

Mixed Messages

(for 2nd graders and up)

PRACTICE

Recognizing mixed messages
Sending clear messages



Mixed messages: words, tone, and body language do not match. **Clear messages:** words, tone, and body language match.

“When we ‘say what we see’ and then ‘check it out,’ it requires someone to be honest about their feelings. Some people might say they are not

frustrated or mad when they really are. Listen to what I say. Hear my tone of voice and watch my body language.”

Make a mad face and use a mad voice as you say, “I’m not mad.” Ask your students the following to get the discussion started.

“What’s the real message I’m sending?
How did you know?”

“Why do you think people choose
to send mixed messages?”

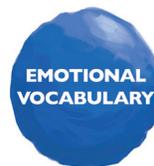
“How would the class be different if everyone
agreed to send clear messages?”

BE RESILIENT The following communication activities will help students be resilient and persevere in the face of frustration.

● RESILIENT Activity 1 *Practicing Perseverance*

PRACTICE

Sticking with a task when frustrated



Self-talk is what we say in our heads to ourselves. **Positive self-talk** makes us feel good about things. **Negative self-talk** doesn’t.

Materials: Huggtopus

“It’s easy to give up when you’re faced with something difficult. It takes a person with strong character to stick with it or ask for help when feeling frustrated. This is called ‘perseverance.’”

“Sometimes Huggtopus gives up when she gets frustrated. Raise your hand if you can relate to that. How do you feel about yourself when you decide to give up? How do you feel about yourself when, instead of giving up, you can get yourself to stick with or persevere when frustrated?”

“It’s normal to want to give up when feeling frustrated. When we use positive self-talk (share definition) during frustrating moments, we are actually encouraging ourselves to persevere. When we use negative self-talk during frustrating moments, what are we doing?” (making ourselves more frustrated).

“Let’s pretend Huggtopus is very frustrated. Who wants to take a turn being Huggtopus and having her say some negative or positive self-talk during a frustrating moment?” Older students may choose to act out the self-talk without using Huggs. (If no one volunteers, you can be Huggs and your students can determine whether the words and actions are positive or negative self-talk.) Make a list on the board.

“How do thoughts help or hurt your body, mind, or heart when you are frustrated?” (Positive thoughts calm you; negative thoughts agitate you.) “Are the words we use in negative self-talk really true? For example, do you really hate math or are you just feeling frustrated?”

“Do you know anyone who handles frustration really well? You might want to ask them how they do it and what they tell themselves when they feel frustrated. In our class, I’ve noticed that (name student) handles frustration by (give positive techniques student uses).”

For students with social-emotional challenges, use Enhancement Strategy #5 (page 62). Instead of using a thinking bubble and a speaking bubble, draw two thinking bubbles—one for negative self-talk and one for positive self-talk. Students can fill in what they would say for each bubble. Make it even more meaningful by crossing out the negative bubble and leaving the positive self-talk bubble as a cue. Use the Kimochis™ Journal or a small card for this activity.

● RESILIENT Activity 2

Being a Beginner

PRACTICE

Managing upset feelings when trying something new

Materials: Huggtopus, all of the feeling pillows

Have students sit in a circle. Encourage students to think about what it feels like when they are a beginner or trying something new. Ask volunteers to name feelings and to share why they might have this feeling. Tuck the feelings they name into Huggstopus’s pouch. Some examples include:

“I might feel jealous when others are doing something better than I am.”

“I might feel left out if kids are quicker and move on in reading without me.”

“I might feel frustrated that I am trying my hardest and still not getting it.”

As volunteers name feelings, have students raise their hands if they can relate to having the same feeling when new to something. Then ask:

“What have you seen friends say or do to make things better for themselves when having these feelings?”

“What have you seen people say or do that makes these feelings even bigger or worse?” (Say mean words; ignore; spread rumors.)

“Why do you think we let ourselves act this way when we know it doesn’t make things better?” (We are so upset, we don’t stop to think.)

“How might you react differently the next time you have upset feelings when trying something new?”