

● RESPONSIBLE Activity 2
*Sending an “I Mean It” Message
 Without Being Mean*

PRACTICE
 Being assertive

Materials: Cloud

“Have you ever used a calm but strong talking face and voice and found that friends did not respect your words or listen to you (for example, you ask a classmate nicely to stop tapping a pencil and he doesn’t stop)? This is when it’s time to ‘turn up the seriousness, not the meanness’ in order to be heard. The best way to do this is with our face and our voice.”

Demonstrate how to widen eyes to look serious and like you mean it. Have students imitate.

Demonstrate on Cloud how to tap shoulder, call name, and use a slow rate of speech, volume, and serious voice. Shoulder tap. “Cloud (pause), please stop tapping your pencil.”

Using Cloud, demonstrate and then take turns turning up the seriousness when someone doesn’t listen.

First attempt: Gentle shoulder tap, call person’s name, pause, and then say what you need. Tap. “Cloud (pause), I need you to stop tapping your pencil. Thank you.”

Second attempt: “I asked you to stop nicely.”

Third attempt: “I asked you twice nicely to stop. Am I going to have to get the teacher?”

For students with social-emotional challenges, it might be helpful to remind them to say what they need in these situations. It is easy for students to blame others (starting their sentences with “you” rather than “I”).



Serious Face

● RESPONSIBLE Activity 3
Helping vs. Fighting Words

PRACTICE
 Monitoring tone of voice when mad
 Choosing helpful words

Materials: Strips of paper from “Self-Awareness” section (page 141), tucked inside Cloud’s pouch
 “When you are mad, it’s important to be careful about the words you choose to use. There’s a big difference between helping words and fighting words. Here are some examples ... do you have any to add?” Write on board.

Have students take turns pulling situations from Cloud’s pouch and acting them out with fighting words. “Let’s act it out the wrong way so we learn what NOT to do.” For older students, it can be fun to say, “DO NOT try this at home or school if you want to have friends.” Redo the situations with helpful words and a talking face and voice. “How does it feel when you use helping words instead of fighting words?”

For students with social-emotional challenges, write a Social Narrative (see page 63) to assist in choosing helpful words.

FIGHTING WORDS	HELPING WORDS
“YOU CHEATED!”	“The rule is ...”
“MOVE!”	“Can you please give me more space? Thanks.”
“LIAR!”	“That’s not how I heard it.”
“THAT’S NOT FAIR!”	“It’s more fun when everyone plays fair.”
“TATTLETALE!”	“I wish you would come to me before you go to the teacher.”
“YOU’RE NOT MY FRIEND ANYMORE.”	“I am really mad at you.”