

# CREATE and PRACTICE the Kimochis™ Way

## ACTIVITY 1

### *Too Silly and/or Rough*

“Huggs likes to play rough and get really silly, but what do you think can happen by accident when she gets too rough or silly?” (Friends get hurt.)

“For fun to be fun, it has to be fun for everyone. Huggs is going to play too rough and silly with me. Watch what I do with my face, voice, and words to let her know I like her, but her play is too silly or rough.”

Use Huggs as a puppet to roughhouse and model:

- Take a step back to make space. (This is so effective and easy to do unless someone is on top of you, which will require tapping their shoulder or back and calling their name in a strong, serious voice.)
- Use a talking face and voice and call Huggs's name.
- Ask Huggs to settle down but keep playing “Can we play something different?” or “I like you, but things are getting too silly/rough.”

Reverse roles so the children can practice telling Huggs she is playing too rough.

## ACTIVITY 2

### *Catch Yourself When You Are Too Silly*

“Huggs needs your help noticing when silliness is too much. She needs to catch herself when she accidentally gets too silly and she sees and hears that silly is not fun for everyone.”

Ask a child to use Huggs as a puppet and play too silly and rough with you as you pretend to be a child. Use your face and voice to indicate how unhappy you are about the silliness. Call “Freeze” and ask the child holding Huggs and your class:

“What is my face saying to Huggs?”

“What is my hand saying to Huggs?”

“What is my voice saying to Huggs?”

“Do I still like Huggs? Yes, I like Huggs very much, I just don't like it when she accidentally gets too close/silly/rough.”

This reminder is extremely important to repeat over and over when children ask friends to stop doing something that bothers them. Young children often think that their friends are saying they don't like them anymore because of the sound of their voice, the look on their face, or if they stop playing. When a child asks a friend to stop something that is bothersome, have the child be reassuring by asking her friend if he wants to play something else. The child could also ask to take a break from play, but she has to say it in a way that makes her friend feel sure she isn't saying she doesn't like him. This social tip will make enormous positive change in your student's interactions.

Now take Huggs and be really silly with the children so you can read the social cues and model how to say, “Sorry I was too silly/rough. Do you want to play something else?” Reverse roles so the children can practice reading the social cues to realize their silly feelings are too much and to change the action.

## ACTIVITY 3

### *Too Distracting*

“Some people feel frustrated when they are concentrating and listening and a friend wants to talk or play. If you sometimes feel frustrated when you are listening and cooperating in school and a friend is trying to get you to play, clap your hands. Sometimes Huggs gets too excited, so she is a

friend who needs you to give her the signal that it is not time to play.”

Have a child hold Huggs and distract you while you are concentrating.

- Do not make eye contact.
- Put your hand up between the two of you as if to say, “Please stop.”
- Make eye contact but do not smile. Shake your head “no,” as if to say, “I can play at recess but not now.”

Reverse roles and give children practice using Huggs as a puppet or acting the situation out with

you as you pretend to be a child who is distracting during lesson time. After each show, talk about how everyone likes each other but they do not like being distracted from learning. Play is fun at recess but not during learning time.

### FOR MORE AGE-APPROPRIATE ACTIVITIES

Refer to the following in the elementary-age “Silly” lesson:

Resilient 1 (page 179)

Compassionate and Kind 2 (page 180)

## EXTEND the learning

### TEACHABLE MOMENTS:

#### *Before Lesson Time or Playtime*

Prior to learning or playtime, have children talk about how silliness could make learning challenging or playtime no fun.

Have the children act this out so you can use Huggs as a puppet to make things better with the communication strategies they practiced during Circle Time.

Reverse roles so the children can practice what to say and do when friends get too silly or are silly at the wrong time. Children can act this out on their own or choose to use Huggs as a puppet.

Remind the children that silly is fun, but it has to be fun for everyone and it has to be the appropriate time for silliness.

### LANGUAGE AND LITERACY

(For more information, see pages 265–270.)

- *David Goes to School* by David Shannon
- *Today I Feel Silly; And Other Moods That Make My Day* by Jamie Lee Curtis
- *The Napping House* by Audrey Woods

### ARTISTIC EXPRESSION

#### *Kimochis™ Silly Hat*

*Materials: paper plates, scissors, glue, crepe paper, sequins, Kimochis™ stickers, glitter, pipe cleaners (add anything else you can think of to encourage creativity and silliness)*

Before the activity, cut the center out of the paper plates so the “hats” will fit on the children’s heads. Explain to the children that silly can be fun, so they are going to make silly hats.

Encourage each child to create a silly hat. When they are finished, have a hat show to acknowledge individualism, creativity, and the joy of being silly.