

Kimochis®



The Kimochis® Educator's Tool Kit A Social-Emotional Learning Curriculum

Lesson Sequence 1st Grade



First Grade Lesson Sequence

How to Use the First Grade Lesson Sequence

Getting Started

1. Commit to a schedule.
2. Keep the lessons at a consistent and regular time so students know when to expect a Kimochis® lesson (otherwise they may ask you over and over again!).
3. If you choose to do it one day a week, choose Tuesday or Wednesday. Many Mondays are holidays so students will miss a Kimochis® lesson.
4. We suggest that you schedule one 30 minute lesson a week or two 10-15 minute lessons twice a week. Do whatever works best for you, your schedule and your students.
5. A good time to implement the Kimochis® lessons is right before recess. This will provide your students immediate practice and review of the Kimochis® communication skills as they go out to recess.

Implementing Lessons

1. The purpose of Week 1 activities is to set the tone for a positive school climate in the first week of school. If you start later in the year, you may not need to do the Names activities. However, many teachers are surprised to discover half way through the school year that their children do not actually know all their classmates by name!
2. The activities in Week 2 are very important for first graders as they will give your students an immediate communication tool to help them interact with their classmates.
3. Activities that have a page number indicate that the lesson is in the *Feel Guide*. The steps to complete the activity are not repeated here. You will need to refer to the *Feel Guide* for the details.
4. When there is a notation that says (New!) that indicates that the activity is not in the *Feel Guide*. The steps to complete this activity are provided in this lesson sequence.
5. You are encouraged to follow this sequence. We have found these lessons to be effective, but remember this is not a cookie-cutter program. We encourage you explore the other lessons included in the *Feel Guide*. As you get comfortable with the lesson pattern, consider adding to your program!
6. At some point during the year, you may see behavioral issues that interfere with learning and positive social interactions. The Behaviors at a Glance section on pages 280-285 is an index of activities that can help address specific behaviors.

Setting up the Kimochis® Lessons

1. Sitting on the floor in a circle is ideal for first graders. This will make passing the characters and feelings around the circle easier and will encourage all students to participate.
2. It helps to organize the Kimochis® characters and feelings before starting the lesson. Sometimes it's hard to find the right feeling at the right time!

Promoting Collaboration

1. If you are a classroom teacher, consider collaborating with the school speech-language pathologist or the counselor. You will each bring a unique and specialized level of knowledge to the lessons.
2. Consider how to co-teach the Kimochis® lessons and foster carryover to a variety of social situations throughout the school day.



First Grade Lesson Sequence

How to Create a Kimochis® Classroom (pages 47-53)

Making a Kimochis® Corner (page 47)

1. Many teachers have made a place for the Kimochis® characters and feelings to “live” in the classroom. A Kimochis® Corner does not need to elaborate or fancy. One teacher and class decided the characters would live on a little bench in the play area. Another classroom placed them in a corner of the room with a soft rug and pillows. See page 48 for additional materials that can be used in a Kimochis® Corner.
2. The Kimochis® Corner can be a safe place for children to go when feeling upset. It is never used as a time-out. It is a place to take a “time-away” to promote relaxation, self-regulation and reflection.
3. Creating a Kimochis® Corner is a fun activity to do collaboratively with your students.

Using a Kimochis® Bowl of Feelings (pages 52-53)

1. Educators have found that a bowl of feelings gets used frequently by the adults and children in the classroom! There are many different ways to use a Bowl of Feelings outlined on pages 52-53. These strategies will help to increase your students’ social-emotional understanding and capabilities.
2. Keep the Bowl in a special place in the classroom.

Taking Kimochis® Photographs (page 48)

First graders love seeing themselves in photos with the Kimochis® characters!

Class Communicator (page 47)

A fun and meaningful job to add to your classroom job list is the Classroom Communicator.

Kimochis® Educator’s Portal

1. The Kimochis® Educator’s Portal is an online forum where educators from all over the world can connect and share ideas, ask questions and get advice and the latest news from the Kimochis® team. Useful downloadable items are also available such as Home Links (activities you can send home to reinforce each lesson), coloring sheets, IEP goals, standards, artwork for your school and grade-level lesson sequences (Pre-K through 5th grade).
2. You can join the Kimochis® Educator’s Portal by going to www.kimochis.com.
3. You will see a map of the world. Choose your location.
4. Click on the red Teachers button on the left side of your screen. This will take you to the Educator’s Portal where you can set up a username and password. Just follow the directions and you can easily become a Portal user.

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First Grade Lesson Sequence

Fostering Home-School Connections (Educator's Portal)

1. Be sure to check the Kimochis® Educator's Portal for Home Links that will provide you with activities you can send home to reinforce each lesson.
2. At Back-to-School night, it can be helpful to provide families with information about the development of social-emotional skills in first grade (see the next page).
3. Reassure parents that most children will both hurt others and have their feelings hurt over the school year. Remind them that children grow and learn from both of these emotional experiences.
4. Tell parents about the Kimochis® program and how you will be providing your students the communication tools needed to navigate the high and lows of first grade. It can be helpful for parents to hear that children at this age have commonly occurring social challenges, such as difficulties with copying and playing tag.

First Grade Lesson Sequence

Social-Emotional Development in First Grade

How Children Grow

Below are some general developmental milestones that can help you to understand the social and emotional progress a first grader will make over the school year. Keep in mind that every child is different and may not fit perfectly into this framework.

Where They Are:

The average first grader is extremely egocentric and wants to be the center of attention.

They:

- Want to be the “best” and “first”
- Have boundless energy
- May be oppositional, silly, brash, and critical
- Cry easily
- Show a variety of tension-releasing behavior
- Are attached to the teacher
- Have difficulty being flexible
- Often consider fantasy to be real

Where they are going:

First graders are learning to understand themselves.

Encourage first graders as they:

- Develop a positive, realistic self-concept
- Learn to respect themselves
- Begin to understand their own uniqueness
- Gain awareness of their feelings
- Learn to express feelings
- Learn how to participate in groups
- Begin to learn from their mistakes



First Grade Lesson Sequence

WEEK 1

Friendly Faces Create Friendly Places!

Learning Names

Note: As noted earlier, this lesson is designed to be implemented in the first week of school to set a positive school climate. If you are not initiating the program at the beginning of school and your students know each others' names, skip to the Friendly Signals activities.

The Kimochis® Way: A friendly school where everyone uses names is an encouraging and safe place to learn. Hearing your name gives you a feeling of belonging and self-worth. A friendly school climate is also conducive to student learning and promotes positive play and relationships. When all students understand and use friendly habits, shy students gain tools to participate academically and socially. Kimochis® Kids are friendly and kind to everyone at school, not just their friends.

Kimochis® Vocabulary: *Names, Kind, Friendly*

Kimochis® Lesson Objectives: Students will be able to:

1. Identify the reason why is it important to use each other's names when communicating.
2. Demonstrate how to say "Hi" and use a peer's name in a greeting.
3. Demonstrate how to use Friendly Signals in social settings

Wear Name Tags

1. All students wear name tags the first few weeks of school (consider clip-on tags for safety). Learning names builds connections and promotes friendly feelings.

Name Games

1. Kimochis® Feeling Name Game
 - Show the Kind and Friendly feelings. Explain that we will learn about feelings this year. Pass Friendly feeling around the room and explain that it is friendly to make eye contact, say "Hi" and the classmate's name. Pass Friendly around the room to give each student practice.
2. Rhyming Name Game
 - Hold up photos or name cards of students. Make up silly rhyming words using student names. For example, Ellen - melon, felon, Sue - chew, shoe.
3. Invite the principal (school staff, parents, volunteers) to join your class for name games.
4. Name Recess
 - Partner with various classes to play name games and have a mini 10-minute recess. When students return, ask them to share what new names they learned.

(continued on next page)

First Grade Lesson Sequence

WEEK 1 (continued) ***Friendly Faces Create Friendly Places!***

Teach Friendly Signals (New!)

Materials: None

1. Model the following friendly signals one at a time. Encourage the class to repeat them.
 - Smile, Wave, Head Nod, Hello, High Five
2. Invite students to demonstrate other friendly signals. Make this fun by being creative. Students can make up new friendly signals.
3. Tap two students in the circle and instruct them to change seats. They each use one of the friendly signals listed above. For example, “*Pass one another and give a head nod.*”
4. On the last round, students pass each other; say each others’ names, a greeting and a friendly signal.
5. Once students understand this concept, they are less likely to make “snap judgments” about peers and adults based only on nonverbal signals. The Partnering activity in Week 2 will also help students partner and work together in friendly ways, even when they might feel uncomfortable.

Friendly Feelings are Contagious (New!)

Materials: Friendly feeling, whiteboard, markers

1. Discuss with students how being friendly is a habit that can have a positive ripple effect in the world. Talk about a ripple effect or something catching on that is positive (contagious).
2. Tell the students that this is a *no talking allowed* game.
3. Look at the student seated to your left and give them one of the friendly signals. This student passes it to the student on their left until the ripple has made it around the circle.
4. Discuss how a smile or friendly signal makes you feel like you want to be friendly back.
5. Play the *hot potato* game with the Friendly feeling. Toss the Friendly feeling to a student, saying his/her name paired with a friendly gesture. The point of the game is to keep the “hot potato” (Friendly feeling) moving as fast as possible. Keep going until the students are ready to stop, get too silly or run out of friendly gestures.
6. Write these three starter sentences on your whiteboard. Model how to complete the sentence with your own ideas. Ask students to complete the sentence with their thoughts and feelings as a way to guide them to become a friendly person.
 - *I am friendly to others because I...*
 - *I can be friendly to others even when....*
 - *When people are friendly to me, it makes me feel...*

Friendly Lesson – Kotowaza (a Kimochis® proverb) (New!)

1. *Friendly faces create friendly places.*
2. Talk about the Kotowaza and what it means to you. Give an example from your life.
3. Ask students how their life would be different if people were always friendly to them at school.
4. Ask students what they can do create a school that feels like a “friendly place.”
5. Make a Kotowaza poster. Students in the classroom sign their names to make a commitment to being friendly. They can also draw pictures that show “friendliness.”



First Grade Lesson Sequence

WEEK 2 Partnering (Pages 162-164)

The Kimochis® Way: Anyone can be kind and respectful to a partner they like. Kimochis® Kids can be counted on to be kind and respectful to any partner.

Kimochis® Vocabulary: *Kind, respectful*

Kimochis® Lesson Objectives: Students will be able to:

1. Demonstrate how to accept a partner in a kind and respectful way
2. Demonstrate how to greet a partner
3. Demonstrate how to initiate work with a partner

Note: Being partnered or finding a partner can be complicated and emotional. This activity will give students ways to cope with feelings of fear, excitement, disappointment, sadness, jealousy, and anger related to partnering. These activities will help to create kindness and respect in your classroom.

Being Partnered

LEFT OUT – Respectful Activity 1: We’re Partners! (See page 162)

Materials: Popsicle sticks with students’ names, all the Kimochis® feelings

1. Practice these skills frequently and you will find a significant difference in your students’ comfort and respectfulness when placed with a partner.
2. Second graders can feel self-conscious when partnered with a student of the opposite gender. In the first round of this activity, place students of the same gender together. Before the second round ask students to make sounds that would make a boy and girl partner uncomfortable. Explain to the students that these sounds are “off-limits” because everyone wants to feel safe and secure in our classroom.

First Grade Lesson Sequence

WEEK 3

Meet the Kimochis[®] Characters

(Pages 13-23)

The Kimochis[®] Way: It is important for students to learn about the personality and temperament of each Kimochis[®] character as a way to increase self-awareness and understanding of others. Kimochis[®] Kids practice patience, kindness and tolerance toward others.

Kimochis[®] Vocabulary: Kimochis[®], personality

Kimochis[®] Lesson Objectives: Students will be able to:

1. Identify characters by name
2. Relate to Kimochis[®] characters' personalities

The Kimochis[®] Characters' Stories (See pages 13-23)

Materials: All Kimochis[®] Characters

1. Introduce the characters one at a time by reading their stories. Each character's story can be found on the following page: Cloud page 15, Bug page 17, Huggtopus page 19, Cat page 21, Lovey Dove page 23.
2. Follow the pattern below for each:
 - Invite children to relate to each character's personality by saying, "*Cloud loves butterscotch pudding. Nod your head if you like pudding.*"
 - Help children to relate to similarities by noticing their responses. For example, "*I see that Robert, Teresa and Thomas like number 9.*"
3. Prompt children to notice one another's differences. Remind them that having differences is positive.
 - For example, "*I see that Joe likes pudding, but Ellie doesn't. Let's find out what kind of dessert she likes.*" "*Is it okay if we like different things?*"
4. Pass each character around the circle. The children will want to hug them. Make it easier for them to give up the characters by chanting "1-2-3-PASS" as they are passed from child to child. Remember, the characters are washable. Put them in a pillowcase when washing and drying. Wash on delicate and dry on low.

Additional Activities:

1. You might want to make a small poster of each character with their picture and favorite things.
2. Children can draw pictures of each character.



First Grade Lesson Sequence

WEEK 4

Learn About the Kimochis® Feelings

The Kimochis® Way: When students have a rich emotional vocabulary, they can correctly perceive, understand and express feelings in themselves and others. The Kimochis® Way builds a “language of feelings.” Kimochis® Kids understand and use a range of feeling words.

Kimochis® Vocabulary: Cloud – Happy, Mad, Sad; Bug – Left Out, Brave; Huggetopus – Silly, Frustrated; Cat–Curious, Cranky; Lovey – Proud, Hopeful

Kimochis® Lesson Objectives: Students will be able to:

1. Label and match a facial expression with a corresponding feeling
2. Describe social situations that can create each feeling

Introduce Cloud’s Feeling

Materials: Cloud tucked with Happy, Mad, Sad feelings

1. Pull the *Happy*, *Mad* and *Sad* feelings from Bug’s pouch one at a time.
2. Show matching facial expressions. Ask children to make a face associated with each feeling.
3. Ask a child to come up and ask him/her to put one feeling in Cloud’s pouch. Then ask, “*When do you feel (happy, mad or sad)?*” Share situations that can create each feeling.
4. If the feeling is an “upset” one, ask children to take turns sharing their best ideas for making those upset feelings better or smaller. Ask them, “*What is something you can say or do if you feel (mad or sad) that can make you feel a little better?*” Give suggestions to get them started.
5. Remind children that all feelings are okay. Cloud will help us learn what to do with our upset feelings.

Introduce Bug’s Feelings

Materials: Bug tucked with Left Out and Brave feelings

1. Pull the *Left Out* and *Brave* feelings from Bug’s pouch one at a time.
2. Show matching facial expressions. Ask children to make a face associated with each feeling.
3. Ask one child to come up and ask him/her to put one feeling in Bug’s pouch. Then ask, “*When do you feel (left out or brave)?*” Share situations that can create each feeling.
4. If the feeling is an “upset” one, ask children to take turns sharing their best ideas for making those upset feelings better or smaller. Ask them, “*What is something you can say or do if you feel (left out) that can make you feel a little better?*” Give suggestions to get them started.
5. Remind children that all feelings are okay and Bug will help us learn what to do with our left out and shy feelings.

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First Grade Lesson Sequence

WEEK 4 (continued) Learn About the Kimochis® Feelings

Introduce Huggtopus' Feelings

Materials: Huggtopus tucked with Silly and Frustrated feelings

1. Point out that Huggtopus only has 6 legs. She's different from other octopi. But, we all still love Huggtopus!
2. Pull the Silly and Frustrated feelings from Hugg's pouch one at a time.
3. Show matching facial expressions. Ask children make a face associated with each feeling.
4. Ask one child to come up and ask him/her to put one feeling in Hugg's pouch. Then ask, "When do you feel (silly or frustrated)?" Share situations that can create each feeling.
5. If the feeling is an "upset" one, ask children to take turns sharing their best ideas for making those feelings better or smaller. Ask them, "What is something you can say or do if you feel frustrated that can make you feel a little better?" Give suggestions to get them started.
6. Remind children that all feelings are okay and Huggtopus will help us learn what to do with our frustrated and silly feelings.

Introduce Cat's Feelings

Materials: Cat tucked with Curious and Cranky feelings

1. Pull out Curious and Cranky feelings from Cat's pouch one at a time.
2. Show matching facial expressions. Ask children make a face associated with each feeling.
3. Ask one child to come up and ask him/her to put one feeling in Cat's pouch. Then ask, "When do you feel (curious or cranky)?" Share situations that can create each feeling.
4. If the feeling is an "upset" one, ask children to take turns sharing their best ideas for making those feelings better or smaller. Ask them, "What is something you can say or do if you feel cranky that can make you feel a little better?" Give suggestions to get them started.
5. Remind children that all feelings are okay and Cat will help us learn what to do with our curious and cranky feelings.

Introduce Lovey Dove's Feelings

Materials: Lovey Dove tucked with Proud and Hopeful feelings

1. Pull out Proud and Hopeful feelings from Lovey's pouch one at a time.
2. Show matching facial expressions. Children make their own faces.
3. Ask one child to come up and ask him/her to put one feeling in Lovey's pouch. Then ask, "When do you feel (proud or hopeful)?" Share situations that can create each feeling.
4. Ask students, "What is something you can say or do if you feel hopeful?" Give suggestions to get them started.
5. Remind children that all feelings are okay and Lovey will help us learn what to do with our hopeful and proud feelings.



First Grade Lesson Sequence

WEEK 5

Key 1: Call name, wait for eye contact, give a communication tap before you speak (pages 27-30)

The Kimochis® Way: When students learn how to get attention with peers and adults, they create a social-emotional connection that leads to successful outcomes. Kimochis® Kids can initiate conversation and play in positive ways.

Kimochis® Vocabulary: Communication tap, eye contact

Kimochis® Lesson Objectives: Students will be able to:

1. Understand why getting a person's attention in an appropriate way is important
2. Demonstrate how to call a name, wait for eye contact and use a communication tap in a variety of social situations

QUICK REVIEW: Remind students about how our Kimochis® friends are going to help us learn how to be kind and respectful in our lives.

Key 1 – Activity 3: Call Name and Wait for Eye Contact (See page 28)

Materials: None

Tips for lesson success:

1. Some students may find it difficult to make direct eye contact. Don't ever force it. It can help to use a gesture to guide their eyes to your eyes (point with first two fingers to your eyes and then their eyes).
2. There can be cultural differences in the use of eye contact. Never ask students to use eye contact if it is uncomfortable. You can talk about how we use eye contact at school and at home.

Key 1 – Activity 4: Communication Tap (See page 29)

Materials: Huggtopus

Tips for lesson success:

1. Huggtopus is a great character to teach this Key because you can use one of her "arms" to do the communication tap during role plays.
2. Teach students to do three gentle taps on the person's shoulder only.
3. If you can predict that a student might not like a communication tap because of sensory sensitivities, say, "Some kids might not like to be touched when someone wants their attention. Raise your hand if you would like your friends to get your attention another way." Show other ways to get another's attention, such as standing in front of them or calling their name again.

Key 1 – Activity 5: Practicing Predictable Situations (See pages 29-30)

Materials: None

Tips for lesson success:

1. These situations continue to occur in first grade and are good to practice in role plays.
2. Prompt students to use Key 1 skills in social situations as they occur throughout the school day.

First Grade Lesson Sequence

WEEK 6

Key 2: Use a talking voice instead of a fighting voice (pages 30-32)

The Kimochis® Way: Students who can regulate their tone of voice when experiencing upset emotions are more likely to resolve social-emotional problems and maintain healthy relationships. Kimochis® Kids can use a talking voice in the heat of an emotional moment.

Kimochis® Vocabulary: Talking voice, fighting voice

Kimochis® Lesson Objectives: Students will be able to:

1. Identify the difference between a taking voice and a fighting voice
2. Demonstrate how and when to use a talking voice in social interactions

QUICK REVIEW of Key 1: Hold Huggtopus and walk behind students on the outside of circle. Huggtopus does a communication tap on one student who chases you back to your spot. (Similar to Duck, Duck, Goose!) Play several rounds.

Key 2 – Activity 1: Talking Voice vs. Fighting Voice (See page 30)

Materials: Cat, Mad, Disappointed, Jealous, Sad, Frustrated, Scared feelings

Tips for lesson success:

1. Cat is an excellent character to teach Key 2 because she frequently forgets and uses her “fighting voice.”
2. Demonstrate using the characters as puppets. For example, make Cat say, “Move” to Cloud with a talking or fighting voice. Have students stand when the character makes a fighting voice.
3. Tell the students that we will be practicing using our talking voices when we are playing and working with our friends. Using the feelings, brainstorm which feelings challenge students to use a talking voice.
4. Consider using the Enhancement #2 (Face and Tone of Voice) described on page 61. This will give students a visual to clarify the concept and a prompt that you can refer to throughout the day.
5. Students can role-play using a talking voice in the predictable situations from Key 1, starting on page 29. (Cut in line; I can’t see; I was there)

Play Pass the Kimochis® (New!)

Materials: Cat, Cloud, Huggtopus, Bug, Lovey Dove

1. Sit students in a circle. Tell them that there will be 5 rounds of Pass the Kimochis®.
2. Students pass Cat around the circle. When the music stops, the child who is holding Cat stands up.
3. Whisper in student’s ear, “Would you like to have Cat use a fighting or talking voice?”
4. Whisper an expression in student’s ear such as, “I was here, That’s mine, Stop, Can I play?”
5. Tell the class to give a thumbs up for a talking voice and thumbs down for a fighting voice.
6. Choose another Kimochis® character to pass around the circle and start again.

First Grade Lesson Sequence

WEEK 7

Key 3: Use a talking face and body instead of a fighting face and body (pages 32-35)

The Kimochis® Way: Students who can “read” and use appropriate facial expressions and body language are more likely to resolve social-emotional problems and maintain healthy relationships. Kimochis® Kids can use a talking face and body in the heat of an emotional moment.

Kimochis® Vocabulary: Talking face and body, fighting face and body

Kimochis® Lesson Objectives: Students will be able to:

1. Identify the difference between a talking face and body, and a fighting face and body
2. Demonstrate how and when to use a talking face and body in social interactions

QUICK REVIEW of Key 2: Do a quick version of “Pass the Kimochis®” as in Week 6.

Key 3 – Activity 1: *Building a Common Language* (See page 32)

Key 3 – Activity 2: *Reading Body Language* (See page 32)

Materials: Cloud

Tips for lesson success:

1. Cloud is an excellent character to teach talking face and fighting face because his Mad and Happy faces are so visual.
2. Talk about how we read a book to find out information. Explain how we do the same when we “read” a person’s body language.
3. Initially, it can be easier for young students to make facial expressions as a group.

Play *Cloud Says* (New!)

Materials: Cloud

1. This game gives students a chance to practice different facial expressions and body language.
2. This game is played just like “Simon Says” but it is called “Cloud Says.”
3. Give prompts like, “Cloud says make a happy face;” “Cloud says make a happy body;” and “Cloud says make a silly face.”
4. Continue with prompts until you say one without the “Cloud Says.”
5. There are no “outs” in this game, just keep playing until students lose interest.

Optional Extension Activity

Language and Literacy:

Yo! Yes? by Chris Rashka. While reading, point out the body language of each boy in the story. Show students how much is communicated through the characters’ faces and bodies.

First Grade Lesson Sequence

WEEK 8

Key 3: Use a talking face and body instead of a fighting face and body (pages 32-35)

The Kimochis® Way: Students who use nonviolent communication tools can more peacefully resolve social-emotional conflicts. Kimochis® Kids can use their talking hand or Stop hands in the heat of an emotional moment.

Kimochis® Vocabulary: Talking Hand, Stop Hands

Kimochis® Lesson Objectives: Students will be able to:

1. Demonstrate how to use a Talking Hand and Stop Hands.
2. Use a talking hand and Stop Hands to peacefully resolve social-emotional conflicts

QUICK REVIEW of Key 3: Do a quick version of “Cloud Says” as in Week 7.

Key 3 – Activity 4: Talking Hand to Request Objects (See page 34)

Materials: Cloud

Tips for lesson success:

1. Some teachers have called the Talking Hand the “Asking Hand.”
2. Be sure that all teachers are using the same common language so students are hearing similar prompts throughout the school and using the same language with each other.
3. Remind students when they can use a Talking Hand. For example, before a Free Choice Time, prompt students to use the talking hand if a classmate grabs.

Key 3 – Activity 5: Stop Hands (See page 35)

Materials: None

Tips for lesson success:

1. Demonstrate placing your hands close to your body near your face when modeling the Stop Hands.
2. Students often want to put their hands out in front of them. This is less effective in sending a “serious” message because it might appear threatening.
3. Don’t be afraid to coach and help each child learn to use their hands in a way that really let others know they are setting a limit! You may need to literally place some student’s hands in the correct position.
4. Practice the Stop Hands numerous times as a group first and then individually.
5. Remind students that setting a limit means, “You’re my friend, and I am asking you to stop.” It does not mean, “I don’t like you.”
6. Students who are more socially challenged will need extra guidance to learn and generalize this skill.
7. Provide positive feedback when students use the Stop Hands correctly.
8. Students will need frequent prompting to learn how to use Stop Hands.

First Grade Lesson Sequence

WEEK 9

Key 4: Choose words that help instead of hurt (pages 36-38)

Kimochis® Concepts: When students use helpful words and avoid hurtful words, a positive school climate is created. Kimochis® Kids use helpful words to peacefully resolve social-emotional conflicts.

Kimochis® Vocabulary: Helping words, hurtful words

Kimochis® Lesson Objectives: Students will be able to:

1. Identify the difference between helping and hurtful words
2. Demonstrate how to recognize hurtful words

QUICK REVIEW of Key 3: Ask students to show their Talking Hand and Stop Hands. Ask, “When can we use our new communication tools?”

Key 4 – Activity 1: *Think Before You Speak* (See page 36)

Materials: Cloud, Mad, Left Out, Sad and Frustrated feelings

Tips for lesson success:

1. Some teachers have used the phrase “fighting words” instead of hurtful words as a way to stay consistent with “fighting face, voice, body and words.”

Key 4 – Activity 3: “Ouch” Hard to Hear, Good to Know (Early Education, See page 37)

Materials: Lovey Dove, Cat

Tips for lesson success:

1. Lovey Dove is a good character to remind students to use helping words.
2. Use the Kimochis® characters in a puppet show to demonstrate this skill.
3. Cat and Lovey Dove Kimochis® Show:
 - Cat says, “You’re not my friend anymore.”
 - Lovey says, “Ouch.”
 - Cat says, “I’m sorry. I was sad because you didn’t share with me.”
 - Lovey, “That’s OK, I can share.”
4. Model other situations where hurtful words were said and role-play with the characters on how to resolve these issues.
5. During the puppet show, introduce Cat’s bandages to “show” that feelings can get hurt, just like a physical hurt. When Cat says “Sorry” put a Kimochis® bandages on Lovey Dove to show how we can apologize when we hurt feelings.
6. Cat’s bandages are fragile. Ask students to be careful!

(continued on next page)

First Grade Lesson Sequence

WEEK 9 (continued)

Key 4: Choose words that help instead of hurt (pages 36-38)

Ouch: A Communication Tool (New!)

Materials: Cat

1. Model a gesture (covering your ears or putting your hand over your heart) while saying “*Ouch*.” Students can practice saying, “*Ouch*” paired with a gesture.
2. Move around the circle. Make Cat say hurtful words you might hear the students use.
3. Acknowledge students for trying by observing, “*You take care of yourself when you hear hurtful words.*”
4. Ask students to share words they do not like to hear.
5. Remind your class frequently to say, “*Ouch*” after hurtful words. Remind everyone that hurtful words are not okay to say because they can really hurt feelings.

Optional Extension Activity

Language and Literacy:

Snail Started It by Katja Reider. This is a great book about how a chain reaction of insults ends up hurting everyone.



First Grade Lesson Sequence

WEEK 10

Key 5: Be brave and re-do hurtful moments (pages 38-40)

The Kimochis® Way: Everyone makes communication mistakes that can cause regret and shame. Kimochis® Kids are brave and re-do hurtful moments strengthening relationships and creating a positive school climate.

Kimochis® Vocabulary: Redo, Do-Overs, Take-Backs

Kimochis® Lesson Objectives: Students will be able to:

1. Identify when a redo is needed
2. Demonstrate the ability to redo a hurtful social and emotional moment

QUICK REVIEW of Key 4: Remind students how sometimes we forget and use hurtful words. Ask students to show how they say, “Ouch” and cover their ears.

Key 5 – Take-Backs and Do-Overs (Early Childhood, see page 38)

Materials: Cloud, Huggtopus, Cat

Tips for lesson success:

1. You can use Bug to show how he might “bug” someone. Then he has to do a “do-over” and apologize.
2. The role-plays or shows will be most effective if you use real-life situations that have happened with your students. Don’t use names, just describe the situation and ask for students to be in the role-play.
3. You can do different puppet shows with all of the Kimochis® characters. Cloud, Cat and Huggtopus are especially good because they make lots of mistakes!
4. Continue to use the word “Ouch” throughout the day when you hear a student using hurtful words. It is an effective way to cue the student to apologize and resolve the conflict.

Brave – Activity 2: Tell the Truth (see page 86)

Materials: Bug, Scared, Uncomfortable, Sad feelings

Tips for lesson success:

1. Some feeling words, like *Embarrassed* and *Guilty* as suggested in the curriculum, may be too difficult for your children. Start with the simpler feeling words, *Scared* and *Sad*.
2. You can also use the bandages again as you did Week 8 as a visual way to show children how words hurt.



First Grade Lesson Sequence

WEEK 11

Review the Keys to Kimochis® Communication

The Kimochis® Way: When students become fluent using Keys to Kimochis® Communication in social and emotional moments, they are more able to communicate with respect, responsibility, resiliency, kindness and compassion. Kimochis® Kids can be counted on to handle challenging social-emotional moments with character.

Kimochis® Vocabulary: Communication tap, eye contact, talking and fighting voice, talking and fighting face and body, talking hand, Stop hands, helping words, hurtful words, redo, do-overs, take-backs

Kimochis® Lesson Objectives: Students will be able to:

1. Use the appropriate Key when needed in social situations and emotional moments

Tips for review:

1. You and your class have now learned the first five Keys to be an effective communicator!
2. You can do a review of the Keys as a lesson or you can review a Key a day.
3. A quick review of a Key can also be a “brain break” from academics.
4. Use quick review of a Key as a transitional activity.

Activities for each Key:

Key 1: Have students sit in a circle. Hold Huggtopus and walk behind students on the outside of the circle. Huggtopus does a communication tap on one student who chases you back to your spot. Play 2 times.

Key 2: Do a quick version of “Pass the Kimochis®” as in Week 6.

Key 3: Do a quick version of “Cloud Says” as in Week 4. Students stand and show their Talking Hand and Stop Hands.

Key 4: Remind students how sometimes we forget and use hurtful words. Ask students to show how they say, “Ouch” and cover their ears.

Key 5: Hold the Brave feeling and share a story of how you were brave to re-do a moment. Students might want to share a moment where they were brave to redo a challenging moment.



First Grade Lesson Sequence

WEEK 12

Feeling Lesson: Left Out #1

(pages 88-91; pages 160-172)

The Kimochis® Way: When students make room for everyone, an inclusive and friendly school climate is created. Kimochis® Kids can use positive communication tools to get themselves included.

Kimochis® Vocabulary: Left Out, Shy, Scared

Kimochis® Objectives: Students will be able to:

1. Identify left out feelings in self and others
2. Use self-regulation tools to manage left out feelings
3. Demonstrate positive ways to get included in play and conversation

QUICK REVIEW of Key 5: Hold the Brave feeling and share a story of how you were brave to re-do a moment. Students might want to share a moment when they used Key 5.

LEFT OUT – Self-Awareness and Self-Regulation (See page 89)

Materials: Bug with Scared, Shy and Left Out feelings tucked in pouch

Tips for lesson success:

1. Bug is a great character to *concretely show* your students how it feels to be left out by tucking his wings in his back pouch and tipping his head downward.

LEFT OUT – Introduce the Kotowaza (See page 88)

1. *It's always more fun when we make room for everyone*
2. Review Kotowaza before recess or free choice to prompt students to include everyone.

LEFT OUT – Activity 1: Getting Oneself Included (See page 90)

Materials: Bug with Scared, Shy and Left Out feelings tucked in pouch

Tips for lesson success:

1. Practice the script, “*That looks like fun, can I play?*” with students who are often left out.
2. Give a shy child the Brave feeling to tuck into their pocket right before recess as a reminder.

LEFTOUT – Activity 1: Choose a Friendly and Resilient Response When Excluded (See page 165)

Materials: None

Tips for lesson success:

1. Only teach Steps 1 and 2. Add the rest of the steps later in the year.
2. The Enhancement Strategy at the bottom of page 166 simplifies the steps of bouncing back.

Optional Extension Activity

Language and Literacy:

Read the book *Stand Tall, Molly Lou Melon* by Patti Lovell. Molly is a girl who doesn't let anything, or anyone, shake her belief in herself when she enters first grade.



First Grade Lesson Sequence

WEEK 13

Feeling Lesson: Left Out #2

(pages 88-91; pages 160-172)

The Kimochis® Way: Students who seek to include all, not just close friends, help to create a school community where children can have a strong sense of belonging. Kimochis® Kids always take the “time to be kind” and include others.

Kimochis® Vocabulary: Left Out, Shy, Scared

Kimochis® Objectives: Students will be able to:

1. Use their eyes to see and ears to hear when others need to be included
2. Demonstrate the ability to include others who are feeling left out

QUICK REVIEW Left Out Feeling (getting yourself included): Ask students if they tried to join some friends who were playing by saying, “Can I play too?”

LEFT OUT – Compassionate and Kind Activity 3: Looking to Include Others (See page 170)

Materials: Bug, a ball

Tips for lesson success:

1. Encourage students to use their eyes to see and ears to hear if others want to be included.
2. Use the Kotowaza as a reminder for students: *It’s always more fun when we make room for everyone.*
3. Students will need frequent prompts and guidance to remember to use the inclusion skills taught in these lessons.
4. Sometimes students who are more socially challenged do not know the rules or even how to play common recess games. These students might be paired with a socially confident peer who could teach the game and guide the student. Also talk to the PE teacher about teaching these games in PE.
5. Make time for “fake recess” and play popular games so students can learn the rules. Also, ask students what “ruins” a game and together brainstorm positive ways to fix these problems.

Play Heads Down-Thumbs Up (New!)

Materials: None

1. After recess, ask the students to take a quiet reflective moment to put their heads down on their desks. With heads down, ask students to put a thumbs up if, at recess, they:
 - Felt included; Looked to include others; Saw someone who looked left out
 - Did something kind for someone who looked like they felt left out
2. Ask the students to put their heads up and share (without using names) what you learned about how recess seems to be going.
3. If time permits, invite students to share stories of how they both got themselves included and looked to include others.
4. If a student is frequently putting a thumbs up that they are feeling left out, this student might benefit from a “Walk Talk” with you. Walking while talking can help a child share inner feelings with less reluctance. This can be especially true for boys.

First Grade Lesson Sequence

WEEK 14

Feeling Lesson: Mad #1

(pages 80-83; pages 140-146)

The Kimochis® Way: When students know that it is okay to be mad, but it is never okay to be mean with your tone of voice, face or body language, a climate of calmness and respect will develop. Kimochis® Kids know how to be mad without being mean.

Kimochis® Vocabulary: Mad

Kimochis® Objectives: Students will be able to:

1. Identify mad feelings in self and others
2. Demonstrate how to use Cool Down strategies to express mad feelings in a positive way
3. Use positive self-talk scripts to move through mad feelings

QUICK REVIEW of Left Out Feeling (including others in play): Ask students if they included a classmate in their play. Ask, “How did you do it?”

MAD – Self-Awareness and Self-Regulation (See page 81)

Materials: Cloud with Mad feeling tucked in pouch, small hand mirror

Tips for lesson success:

1. Point out specific facial features (downward eyebrows, pouty mouth, crossed arms, etc.)
2. When students actually make a mad face and body, it will heighten their awareness of nonverbal communication. Talking about the different facial features will build their emotional vocabulary.

MAD – Introduce the Kotowaza (See page 80)

1. *It’s okay to be mad, but it’s not okay to be mean.* Whisper the Kotowaza in the ear of a student if needed.
2. Remind students of the Kotowaza before a challenging social time.

MAD – Respectful Activity 1: Cool Down Mad Feelings (See page 142)

Materials: Cloud with Mad feeling tucked in pouch

Tips for lesson success:

1. After students say what helps them cool down, use Cloud to show how doing a strategy (deep breath, count, etc) can make the “mad” a little smaller.
2. Show his mad face, do a cool down strategy and turn his face to happy.
3. Pull the *Mad* feeling from his pouch and say, “*I still feel kind of mad, but I am not going to be mean.*”
4. Pass Cloud to students who want to do the same.
5. Enhancement Strategy #9 (Calming Strategies) on page 63 has a list of different calming strategies.

MAD – Resilient Activity 1: Positive Self-Talk Scripts (See page 145)

Materials: None

Tips for lesson success:

1. Enhancement Strategy #5 (Thinking and Speaking Bubbles) on page 62 can show the students the difference between negative self-talk and positive self-talk.

First Grade Lesson Sequence

WEEK 15

Feeling Lesson: Mad #2

(pages 80-83; pages 140-146)

The Kimochis® Way: Students predict and practice social-emotional moments that create mad feelings so they have positive communication tools to effectively handle these moments in real life. Kimochis® Kids know how to be mad without being mean.

Kimochis® Vocabulary: Mad

Kimochis® Objectives: Students will be able to:

1. Show different communication tools to manage mad feelings
2. Demonstrate how to use positive tone of voice, facial expression and helpful words when feeling mad
3. Cope with statements that are “big mean things that aren’t true”

QUICK REVIEW of Mad Feeling: Pass the Mad feeling and ask students to tell how they used their *Cool Down* strategy to make mad feelings get smaller or go away. Remind students that feelings come and go and Cool Down strategies help us share our feelings so we can feel better more quickly.

Play “Cloud Says” (New!)

Materials: Cloud

1. This game is played like “Simon Says”, but it uses Cloud and he calls out, “Cloud says...”
2. Make Cloud say commands related to mad, “Make a mad face, Make mad hands, Make mad feet, and Make a mad body, etc.”
3. Ask students to show the communication tools for managing mad feelings. For example, “Cloud says...”
 - ...take a cool-down breath. ...show me a talking hand. ...show me a Stop! hand.”
4. Students can take turns holding Cloud and being the leader to give the class a command.
5. It is important to remember that students can use the Cool Down strategy for all upset feelings (*Sad, Frustrated, Left Out, Cranky, and Frustrated*).

MAD – Activity 4: What to Say and Do When Friends Forget and Push or Grab (See page 82)

Materials: Cloud with Mad feeling tucked in pouch

Tips for lesson success:

1. Encourage and prompt students to say, “Thanks” when the other student complies with their request.
2. This will give students more practice on using the “talking hand” from Key 3.

MAD – Compassionate and Kind Activity 3: Choosing Compassion and Kindness (See page 146)

Materials: Cloud

Tips for lesson success:

1. Make a poster that says “Big Mean Things that aren’t True” with an international NO symbol.

Optional Extension Activity

Language and Literacy: *Cloud’s Best Worst Day Ever* by Kimochis®. What happens when Cloud gets mad and rains on the Kimochis® parade?

When Sophie Gets Angry—Really, Really Angry by Molly Bang. While reading, ask students to comment on Sophie’s voice, face and body language (*talking or fighting?*).

First Grade Lesson Sequence

WEEK 16 Feeling Lesson: Silly #1 (Pages 92-95)

The Kimochis® Way: Everybody likes to have fun. But for silly to be fun, it has to be fun for everyone. Kimochis® Kids know that silliness can go too far and that they can use communication tools to repair overly silly moments.

Kimochis® Vocabulary: Silly

Kimochis® Objectives: Students will be able to:

1. Identify silly feelings in self and others
2. Use self-regulation tools to manage silly feelings
3. Demonstrate the use of kind and peaceful strategies to set boundaries when peers are too silly/rough

QUICK REVIEW of Mad Feeling: Pass the Mad feeling. Students can share success stories of handling mad feelings in kind ways by not saying a “Big Mean Thing that isn’t True.”

SILLY – Self-Awareness and Self-Regulation (See page 93)

Materials: Huggtopus with Silly feeling tucked in pouch

Tips for lesson success:

1. Vary this activity by saying:
 - “Everyone make a silly face.” Continue with silly sounds, silly hands, silly body, silly feet, silly hair.
2. Baby and silly voices can come back in first grade. Students use this tone in an attempt to find their voice and stand up for themselves. The baby voice makes it safer for them if they get rejected. By pretending to be silly, they can protect their feeling of rejection.

SILLY – Introduce the Kotowaza (See page 92)

1. *For silly to be fun, it has to be fun for everyone.*
2. Do a puppet show with Huggtopus and Bug. Make Huggtopus be too silly. Turn Bug’s head and body to show he is not having fun. Ask, “*Is Bug having fun?*” Remind students of the Kotowaza.

SILLY – Activity 3: Too Distracting (See page 94)

Materials: Huggtopus with Silly feeling tucked in pouch

Tips for lesson success:

1. Be sure that students don’t get too close to peer’s faces with their “Please stop” hand.
2. Model an appropriate distance. Remember that no eye contact is the key to this strategy.
3. Remind students that the hand says, “*I like you, but I don’t like it when you get too close.*”

Additional Activity:

Times to be Silly and Times to be Serious (New!)

1. An additional Kotowaza might be: ***There are times to be silly and times to be serious.***
2. Brainstorm times to be silly and times to be serious with your students.
3. Make a poster to show times for each (draw simple pictures so students can remember).
4. Teachers have found this to be very helpful throughout the day. They can just point to the chart or ask students, “*Is this a time to be silly?*”

First Grade Lesson Sequence

WEEK 17

Feeling Lesson: Silly #2

(pages 176-179)

The Kimochis® Way: Everybody likes to have fun. But for silly to be fun, it has to be fun for everyone. Kimochis® Kids know that silliness can go too far and that they can use communication tools to repair overly silly moments.

Kimochis® Vocabulary: Silly, serious

Kimochis® Objectives: Students will be able to:

1. Show how to use a kind and peaceful strategy to set boundaries when peers are distracting
2. Recognize and act on social cues that indicate a game is no longer fun

QUICK REVIEW of Silly Feeling: Students stand in the circle. Ask them to take turns with their neighbors using the “too distracting” hand.

SILLY – Responsible Activity 3: *Bring Yourself Back* (See page 177)

Materials: All Kimochis® characters

Tips for lesson success:

1. Use the emotional vocabulary, “self-control” frequently throughout the day to prompt and guide your students to bring themselves back.
2. Guide students to have a short phrase to “think” when s/he needs to slow down. For example, “(Johnny) slow down.”

SILLY – Resilient Activity 2: *Are You Still Having Fun?* (See page 179)

Materials: Huggtopus

Tips for lesson success

1. It’s helpful if you remind your students that when kids send these nonverbal signals they are only communicating “Stop” and that they probably still like you.

Play “*The Huggtopus Dance*” (New!)

Materials: Huggtopus with Silly and Excited feelings tucked in pouch

1. Tell students that Huggtopus has a hard time controlling her body when she is having fun because she feels excited and silly. Show the feelings tucked in her pouch.
2. Tell them they will have a dance party with Huggtopus.
3. When the music stops, Huggtopus will accidentally bump someone and that person’s job is to use talking eyes, talking hands, and a talking voice to say, “*Huggtopus, be careful.*”
4. Huggtopus will say, “*Oops, sorry.*”
5. Take the first turn holding Huggtopus. The child who gets bumped takes the next turn with Huggtopus.

Optional Extension Activity

Language and Literacy: *Today I Feel Silly and Other Moods That Make My Day* by Jamie Lee Curtis. After reading, students can draw pictures of moody faces and bodies.

First Grade Lesson Sequence

WEEK 18 Feeling Lesson: Brave #1 (pages 84-87)

The Kimochis® Way: Brave is at the heart of the Kimochis® Way! Kimochis® Kids can use courage to say and do the right thing in emotional moments.

Kimochis® Vocabulary: Brave, positive self-talk, negative self-talk

Kimochis® Objectives: Students will be able to:

1. Identify brave feelings in self and others
2. Use self-regulation tools to manage brave feelings
3. Demonstrate the use of positive self-talk to try new things

QUICK REVIEW of Silly Feeling: Students stand in the circle. Turn off lights and tell students to be silly (safely). Turn lights on and everyone needs to use self-control to bring themselves back. Students who can't or don't "freeze" their bodies can help turn lights on and off. This keeps them engaged in the learning.

BRAVE – Self-Awareness and Self-Regulation (See page 85)

Materials: Bug with Brave feeling tucked in pouch

Tips for lesson success:

1. Think of examples from your own life as examples of being brave or trying new things. Students love to hear stories about their teachers! Make the stories exciting by adding lots of details. (Some teachers have made up stories; just be sure you remember what you told the kids!)

BRAVE – Introduce the Kotowaza (See page 84)

1. Introduce the Kotowaza. An alternative might be, **Be brave and try new things.**

BRAVE – Activity 1: Try New Things (See page 86)

Materials: Bug with Brave feeling tucked in pouch

Tips for lesson success:

1. Students love this activity! Being Brave is at the heart of the Kimochis® Way!
2. Remind your students that Brave is not a "Superhero" feeling. For example. "Brave means I may be shy, but I can GET myself to ask if I can play."
3. Talk about how positive self-talk helped Bug to fly and how they can use positive self-talk to try new things or to get something hard finished.

Understanding Self-Talk (New!)

Materials: Cloud, Lovey Dove

1. Discuss the concept of positive self-talk and negative self-talk. Place Lovey on one side of the room and Cloud with his mad face on the other side.
2. Read the self-talk sentences below and ask students to point to the character that matches (Cloud-negative, Lovey-positive).

• I can do it.	• I can't.	• I'll never finish this!
• I've done this before. It's not hard.	• I hate writing!	• I give up.
• I'm not going to give up.	• Writing isn't that hard!	• This isn't that hard.



First Grade Lesson Sequence

WEEK 19

Feeling Lesson: Brave #2

(pages 148-158)

The Kimochis® Way: Being brave is about learning to own mistakes and apologizing when communication mistakes are made that hurt feelings. Kimochis® Kids learn to own their mistakes and apologize in a sincere, truthful way.

Kimochis® Vocabulary: Brave

Kimochis® Objectives: Students will be able to:

1. Understand when apologies and forgiveness are necessary
2. Apologize with sincerity and truthfulness
3. Forgive when others make mistakes that are hurtful

QUICK REVIEW of Brave Feeling: Tuck Bug's wings. Ask a student to come up and share a story of when they were shy or scared to try something new. Ask them what they said to help get through that tough time. As they share their self-talk statements, they can pull out Bug's wings.

BRAVE – Resilient Activity 1: Say Sorry (See pages 153-154)

Materials: Bug with Brave feeling tucked in pouch

Tips for lesson success:

1. Only teach Habits 1-5. Consider teaching the first two habits the first day and adding a habit each day.
 - Habit 1: Apologize Quickly
 - Habit 2: You Have to Mean It
 - Habit 3: Tell Why You are Sorry
 - Habit 4: Give it a Name
 - Habit 5: Make Things Right!

BRAVE – Resilient Activity 2: I Forgive You (Habit 1) (See page 155)

Materials: Bug with Brave feeling tucked in pouch

Tips for lesson success:

1. Only teach Habit 1: Forgive Quickly.

Optional Extension Activity

Language and Literacy:

My Buddy, Slug by Jarrett J. Krosoczka. Alex and Slug are best friends and they do everything together. When Alex tries to get some alone time, Slug won't leave him alone. Alex explodes and it's time for both of them to figure out the meaning of "sorry."

Bug Makes a Splash! by Kimochis®. When his friends invite him for a swim, can Bug overcome his scared feelings with brave ones and dive right in?



First Grade Lesson Sequence

WEEK 20

Feeling Lesson: Cranky

(pages 104-107)

The Kimochis® Way: Everybody can have moments of crankiness, but that does not give you permission to be rude or hurtful. Kimochis® Kids redo the moment with character.

Kimochis® Vocabulary: Cranky

Kimochis® Objectives: Students will be able to:

1. Identify cranky feelings in self and others
2. Use self-regulation tools to manage cranky feelings
3. Use communication tools to set limits when others are cranky or bossy

QUICK REVIEW of Brave Feeling: Pass the *Sorry* feeling around the circle and ask students to say “Sorry” in a insincere voice. Do again with a sincere voice. Ask, “Which voice feels better?”

CRANKY – Self Awareness and Self Regulation (see page 105)

Materials: Cat with Cranky feeling tucked in pouch

Tips for lesson success:

1. Some kids may not know the meaning of the word “cranky.” Ask students if they have heard other words, such as grumpy, grouchy or crabby.

CRANKY – Introduce the Kotowaza (See page 104)

1. Being kind during cranky moments shows real character.

Play “Catch Cat” (New!)

1. Model a baby voice, whiny voice or a cranky voice using Cat. Ask students, “How do these voices sound?”
2. Tell students, “In first grade, we use a talking voice, not a baby voice, whiny voice or a cranky voice. Sometimes Cat forgets and doesn’t use her talking voice.”
3. Seat students in a circle and tell them that they will “catch” Cat when she forgets to use a talking voice.
4. Use Cat to talk to each student in the circle with a talking, baby, bossy or whiny voice.
5. Instruct the students to tell Cat, “Good talking voice, Cat” when she uses her talking voice. When Cat forgets, instruct the students to cover their ears and say, “Cat, remember to use your talking voice.”
6. Give students a chance to be Cat using different voices. Remind students they can remind their classmates, “Remember to use your talking voice.”

CRANKY – Activity 2: What to Say and Do When Friends Use Bossy Talk (See page 106)

Materials: Cat, Kimochis® Bowl of Feelings

Tips for lesson success:

1. Show students how to cover their ears and say, “Remember to use your talking voice.”

Optional Extension Activity

Language and Literacy: *What Are You So Grumpy About?* by Tom Lichtenheld, chronicles the possible causes of grumpiness.