

Kimochis[®]



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

Lesson Sequence 2nd Grade

Second Grade Lesson Sequence

How to Use the Second 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 a 30 minute lesson once a week. You could also break the lesson into two 15-20 minute lessons. 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 the playground.

Implementing Lessons

1. Weeks 1 and 2 are designed primarily for those educators who start Kimochis® lessons the first several weeks of the school year. If you start your program later in the school year, you will definitely want to teach the skills of Friendly Signals and Partnering. Most of your students may know each others' names. However, many teachers are surprised to discover half way through the school year that their children do not actually know everyone by name!
2. Activities that have a page number indicate that the lesson is in the curriculum guide. Therefore, the steps to complete the activity are not listed in this plan. You will need to refer to the curriculum guide.
3. When there is a (New!) notation after an activity that indicates that the activity is not in the curriculum guide. The steps to complete this activity are provided in this lesson plan.
4. 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!
5. 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, but not required. Your students may be more comfortable sitting at their desks and may be more willing 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 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.

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

Creating 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 soft rug and pillows. See page 48 for additional materials that can be used in a Kimochis® Corner.
2. Creating a Kimochis® Corner is a fun activity to do collaboratively with your students.

Using Kimochis® Journals (pages 50-51)

1. We recommend that students use a Kimochis® Journal. Suggestions on activities are outlined on pages 50-51.
2. There are also writing prompts for journals provided at the end of each Feeling Lesson under the *Commitment to Character*. For example, a suggested prompt on a page 146 for the Mad feeling is “What one action will help you recognize mad feelings?”
3. Ask students to write in their journals on a daily basis after recess. This will give you a “way” to assess how each student is doing socially and emotionally on the playground.
4. Some educators ask students to write in their Kimochis® Journal after a Kimochis® lesson. They may give them a specific prompt or ask students to just write what they are feeling at that moment.

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! You will find many different ways to use your 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.

Implementing Kimochis® Help Notes (page 50)

1. Kimochis® Help Notes are an anonymous way for students to communicate social-emotional issues that are challenging for them. See page 50 for ideas on how to set up Kimochis® Help Notes.

Kimochis® Educator’s Portal (online)

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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Fostering Home-School Connections

1. Be sure to check the 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 would be helpful to provide families with information about how a second grader develops social-emotional skills (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 second grade. It can be helpful for parents to hear that children at this age have commonly occurring social challenges, such as on-again/off-again friendships.

Second Grade Lesson Sequence

Social-Emotional Development in Second Graders

How Children Grow

Below are some general developmental milestones that can help you to understand the social and emotional progress a second 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:

Second graders are beginning to calm down a bit.

They may:

- Start to reason and concentrate
- Worry, are self-critical, and may express a lack of confidence
- Demand more of their teacher's time
- Dislike being singled out, even for praise
- Understand right from wrong
- Take direction better
- Be better able to lose with less blaming
- Be more independent

Where they are going:

Second graders are continuing to learn about themselves and others.

Encouraging second graders to:

- Develop a sense of self
- Begin to understand others
- Gains respect for others
- Build relationships with others
- Develop a sense of responsibilities

Second Grade Lesson Sequence

WEEK 1

Friendly Faces Create Friendly Places!

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, Friendly Signals

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. Identify and imitate several different Friendly Signals
4. Demonstrate how to use Friendly Signals in social interactions with peers and adults

Learning Names

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.

Play 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. Name Bingo
 - Each student gets a blank Bingo card (make copies). Students walk around room and fill in blanks with other students' names. Play like Bingo. Play until all students' cards are filled.
4. Invite the principal (school staff, parents, volunteers) to join your class for name games.

Friendly Signals

Note About Friendly Signals: Help children understand that using Friendly signals is both cultural and personal. For example, a person may be shy and does not send Friendly signals easily. However, this does not mean they are unkind or unfriendly. Once students understand this concept, they are less likely to make "snap judgments" about peers and adults based only on nonverbal signals.

(continued on next page)

Second Grade Lesson Sequence

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

Teach Friendly Signals

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.

Friendly Feelings are Contagious

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 or get too silly
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)

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.
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.”

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WEEK 2 Partnering (pages 162-164)

The Kimochis® Way: Anyone can be kind and respectful when they are paired with a partner they like or really want to work with. 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 find, greet and initiate work with a partner

Note: Being partnered or finding a partner can be complicated and emotional. These activities will give students ways to cope with feelings of fear, excitement, disappointment, sadness, jealousy, and anger related to partnering. Consider implementing these activities as soon as possible 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 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.

Finding a Partner:

LEFT OUT – Respectful Activity 2: Finding a Partner (See page 163)

Materials: Markers, poster board with Kimochis® Kind Partner Rules from activity above

1. Leave the poster with the Kimochis® Kind Partner Rules posted in the classroom so you can refer to it frequently and students can be set up for success.

Second Grade Lesson Sequence

WEEK 3

Meet the Kimochis® Characters and Feelings (pages 13-23)

The Kimochis® Way: It is important for students to learn about the personality and temperament of each Kimochis® character as positive way to increase awareness of self and others. In addition, when students develop 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 feelings and are fluent with the “language of feelings.”

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

Kimochis® Lesson Objectives: Students will be able to:

1. Identify characters by name and personalities
2. Label and match a facial expression with a corresponding feeling
3. Describe social situations that can create each feeling

Meet the Kimochis® Characters (see pages 13-23)

Materials: All Kimochis® characters with associated feelings tucked in pouches

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 students to relate to each character’s personality by saying, “*Cloud loves butterscotch pudding. Nod your head if you like pudding.*”
 - Help students to relate to similarities by noticing their responses. For example, “*I see that Robert, Teresa and Thomas like number 9.*”
3. Prompt students to notice one another’s differences and remind them that having differences is a positive thing.
 - 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. Introduce the feelings of each character by following the steps below:
 - Pull a feeling from the character’s pouch one at a time.
 - Show matching facial expressions. Ask students to make a face associated with each feeling.
 - Ask, “*When do you feel (the feeling from the pouch)?*” Share situations that can create each feeling.
5. Remind students that all feelings are okay. The Kimochis® characters will help us learn what to say and do with our feelings to make things better for everyone.
6. As you introduce each character, pass each around the circle. Remember, all 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. Students can draw pictures of each character.

Second Grade Lesson Sequence

WEEK 4

Meet the Kimochis® Characters and Feelings

The Kimochis® Way: Students continue to understand the Kimochis® characters and feelings. Kimochis® Kids practice patience, kindness and tolerance toward others.

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

Kimochis® Lesson Objectives: Students will be able to:

1. Identify the personalities of each Kimochis® character
2. Compare their temperament to the Kimochis® characters
3. Understand classmate’s temperaments in relation to the Kimochis® characters

Students Sort by Character (New!)

Materials: All Kimochis® characters

1. Review the personality of each character.
2. Place the Kimochis® characters in different areas of your classroom.
3. Ask your students to go to the Kimochis® they believe they are most like.
4. Call FREEZE when all students have sorted.
5. Write the following prompts on the board:
 - I am easy to be around because...
 - I can be hard to be around because....
6. Ask each group to select one person to share to the larger group.
7. Students who wish to share on a personal level hold the character. They share what can be challenging about them to be around. They can share with friends what they would like them to say and do when they are not reacting in a positive way.
8. Go first and share at a personal level. This can be a vulnerable, yet powerful experience for students.
9. Wrap-up by reassuring students that the point of this exercise is to grow in understanding ourselves and each another. This allows us to practice patience and kindness when we are not at our best.
10. This sorting activity can be effective and fun to play throughout the school year. You can ask your students to sort themselves in different ways. For example, “Go to the Kimochis® character who is. . .”
 - ...the most like a friend (or relative) of yours
 - ...the one you would like to be more like
 - ...the hardest one for you to get along with
 - ...the easiest one for you to get along with
11. Your students will be able to come up with additional and creative ways to sort themselves

Second 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.

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 second 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.

Second Grade Lesson Sequence

WEEK 6

Key 2: Use a talking voice instead of a fighting voice

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 talking voice and a fighting voice.
2. Demonstrate how and when to use a talking voice in social interactions.

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

Key 2 – Activity 1: *Talking 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. 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 (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.
3. Students can choose to say a phrase in either a fighting or talking voice using Cat as a puppet.
4. Classmates give a thumbs up for a talking voice and thumbs down for a fighting voice.
5. Choose another Kimochis[®] character to pass around the circle and start again.

Second 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 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.

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.

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.

Second 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 and nonverbal 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.
3. Use communication tools to be appropriately assertive with peers

QUICK REVIEW of Key 3: Ask students to show their talking hand. Ask, “When we can use this new communication tools?”

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. Use prompting frequently to help students learn this skill.
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. Remind students that setting a limit means, “I am asking you to stop a behavior.” It does not mean, “I don’t like you.”

Mad – Responsible Activity 2: Sending an “I Mean It” Message Without Being Mean (See page 143)

Materials: Cloud

Tips for lesson success:

1. It is important to teach and practice all three parts of this strategy.
2. Teach students how to use a “Serious Face.”
3. This strategy can be very helpful to students in their interaction with their peers.

Second Grade Lesson Sequence

WEEK 9

Key 4: Choose helping words instead of hurtful words (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 Stop Hands. Ask, “When we can use this new communication tool?”

Key 4 – Activity 2: Loaded Words (Elementary on pages 36-37)

Materials: Mad, Sad, Frustrated, Cranky, Jealous feelings

Tips for lesson success:

1. Although Cloud is used in the teaching activity, Lovey Dove is a good Kimochis® character to remind students to use Helping Words.

Key 4 – Activity 3: “Ouch” Hard to Hear, Good to Know (Elementary on page 37)

Materials: Lovey Dove, Cat, Mad, Sad, Frustrated, Cranky, Jealous feelings

Tips for lesson success:

1. Lovey Dove is a good character to remind students to use Helping Words.
2. Use the Cat and Lovey in a puppet show to demonstrate this skill.
 - 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. Role-play other situations using Hurtful Words with the characters to show how to resolve the conflict.
5. Introduce Cat’s bandages to show that feelings can get hurt, just like a physical hurt. When Cat says “Sorry” put a Kimochis® bandage on Lovey to show how we can apologize when we hurt feelings.

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. Ask students to share words they do not like.
3. Acknowledge students for trying by observing, “You take care of yourself when you hear hurtful words.”
4. 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.

Second Grade Lesson Sequence

WEEK 10

Key 5: Be Brave and Re-do (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. Allow sharing if students experienced an awareness of how to be careful when choosing words so we don’t hurt others.

Key 5 – Take-Backs and Do-Overs (Elementary on page 38)

Materials: Cloud, Huggtopus, Cat, Bug

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.

Key 5 – Activity 3: Brave (See page 40)

1. Use examples from your own life.
2. Students might feel more comfortable talking about a character from a book who was brave (in a relationship, not an adventure).

Second Grade Lesson Sequence

WEEK 11

Review the Keys to Kimochis® Communication

The Kimochis® Way: When students become fluent using the 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: Students stand and show their Talking Hand and Stop Hands. Ask, “When we can use these new communication tools?”

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 when they used Key 5.

Second Grade Lesson Sequence

WEEK 12

Feeling Lesson: Left Out #1 (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, effective 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 they used Key 5.

LEFT OUT – Self-Awareness and Self-Regulation (See page 161)

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

Tips for lesson success:

1. Do the first activity under the heading **Communicate** (Using Dot stickers).
2. Be sure to choose a student who can handle being left out to be the one who does not get a dot.
This game is very effective and fun to play throughout the school year. Change the game by having the class use their eyes and ears to include the person who is left out.

LEFT OUT – Introduce the Kotowaza (See page 160)

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 – Getting Oneself Included (New!)

Materials: Ball

1. Ask students to name what they like to do at recess.
2. Following each description of what they like to do, ask others to clap, stomp feet or give other signals to show they also like to play this game. *"If you also like to play tag, clap your hands."*
3. Invite students who can share their best tips and tricks for how they join a game or conversation. Get them started by saying, *"What I do is I..."*
4. Then say, *"Let's learn some communication tools that will raise the odds that kids will let you join them."*
5. Ask for three students to come up to the front of the room and pass a ball to each other.
6. Walk toward them and stand where you can be easily seen. Smile and tap the shoulder of the student you know best or who is most "likely" to include you. In a friendly voice say, *"That looks fun. Can I please join?"* Say, *"thanks"* after the students make room for you.

(continued on next page)

Second Grade Lesson Sequence

7. Call FREEZE. Students name everything you did to raise the odds that the kids would include you.
 - Stood where you could be seen.
 - Used a friendly face, body language and tone (Keys 2 & 3)
 - Got attention in a positive way (Key1)
 - Strategically asked someone who looked friendly or has included you in the past.
 - Said, "Thanks" when the kids said you could play (this creates a positive connection and raises the odds that kids will want you to join in the future)
8. Allow students opportunities to practice using the communication tools above to get in the ball play.
9. When everyone is included in the ball game, ask why they let kids join and how they go into the play.

Second Grade Lesson Sequence

WEEK 13

Feeling Lesson: Left Out #2 (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 left out

QUICK REVIEW of getting yourself included: Ask students if they tried to join some friends by noticing all the communication tools that would “raise the odds” you would be included.

LEFT OUT – Compassionate and Kind Activity 3: Looking to Include You (See page 170-171)

Materials: Bug, a ball

Tips for lesson success:

1. Use the Kotowaza as a reminder for students: *It’s always more fun when we make room for everyone.*
2. Some students who are more socially challenged may not know the rules or how to play recess games. These students can be paired with a socially confident peer who could teach and guide the student.
3. 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.

LEFT OUT – Compassionate and Kind Activity 4: Want to Join Us? (See page 171)

Materials: None

Tips for lesson success:

1. Encourage students to use their eyes to see and ears to hear that others want to be included.

Play Eyes in the Back of your Head (New!)

Materials None

1. Ask if their parents ever say, “*I have eyes in the back of my head.*” Talk about this concept.
2. Ask them if there was candy behind them if they think they would know it without looking. We use these same eyes in the back of our head to be kind and inclusive.
3. Select a student to join you in a conversation.
4. Select another student to stand behind you so you can model “using eyes in the back of your head.” Turn around and say, “Hi!” Then make room for the student and tell them what you are talking about.
5. Select a new student to stand behind the speakers so they can use the “eyes in the back of their head.”
6. Keep the game going until the entire classroom is in the conversation. Wrap up by encouraging all students to be kind and inclusive. The phrase, “Take time to be kind” is a nice reminder.
7. Ask students: “How do you feel when kids notice you and invite you to join?”
“How do you feel when kids know you are there, but don’t behave in a friendly and inclusive way?”

Second Grade Lesson Sequence

WEEK 14

Feeling Lesson: Mad #1 (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 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 141)

Materials: Cloud with Mad feeling tucked in pouch

Tips for lesson success:

1. When students actually make a mad face and body, it will heighten their awareness. Talking about the different facial features will build their emotional vocabulary.

MAD – Introduce the Kotowaza (See page 140)

1. *It’s okay to be mad, but it’s not okay to be mean.*
2. Remind students of the Kotowaza before 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 and calmer.
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. This activity can be paired with the Cool Down activity.
2. Enhancement Strategy #5 (Thinking and Speaking Bubbles) on page 62 can show the students the difference between negative self-talk and positive self-talk.

Second Grade Lesson Sequence

WEEK 15

Feeling Lesson: Mad #2

(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 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.

MAD – Respectful Activity 2: Warn People How You Feel (See page 142)

Tips for lesson success:

1. Cloud can be used as a talking stick.
2. Students who wish to share what helps them the most when they feel mad hold Cloud and share. For example, “*When I feel mad I prefer to be alone.*”
3. Create role-plays so students can practice both asking for what they need and respecting others needs when pretending to feel mad. “*Jackie, I like you and right now I need to be alone.*”

MAD – Responsible Activity 4: Catch it, Own It, Redo It (See page 144)

Materials: Cloud

Tips for lesson success:

1. Encourage students to use the word, “*Oops*” when they make a communication mistake.

MAD – Compassionate and Kind Activity 3: Choosing Compassion and Kindness—Big Mean Things That Aren’t True (See page 146)

Materials: Cloud

Tips for lesson success:

1. This activity can help students to understand times when others say “Big Mean Things That Aren’t True” and what to do about it when it happens.
2. Make a poster for your classroom that says “Big Mean Things That Aren’t True” with an international NO symbol through it.

Optional Extension Activity

Language and Literacy:

Cloud’s Best Worst Day Ever by Kimochis®. Ask students what happens when Cloud says a Big Mean Thing. *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?*).

Second Grade Lesson Sequence

WEEK 16

Feeling Lesson: Silly #1

(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 when silliness goes too far, they can use communication tools to repair those 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 175)

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 and silly hair.

SILLY – Introduce the Kotowaza (See page 174)

1. *For silly to be fun, it has to be fun for everyone.*
2. This age group benefits from learning that there is something called “nervous laughter” that masks anxious feelings. Explain that when we feel uncomfortable or nervous we may laugh or act silly. Model how to catch yourself and say, “*Sorry I laughed. That actually wasn’t funny.*”

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. There is no talking with this strategy. But, remind students that the hand says, “*I like you, but I don’t like it when you get too close.*”

SILLY – Responsible Activity 2: Oops, You’re too Close (See page 178)

Materials: Huggtopus

Tips for lesson success:

1. Some students may benefit from a rehearsed and memorized script to use when someone gets too close, for example, “*May I have some space please?*”

Second Grade Lesson Sequence

WEEK 17

Feeling Lesson: Silly #2

(pages 176-179)

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

Kimochis® Vocabulary: Silly, serious, self-control

Kimochis® Objectives: Students will be able to:

1. Demonstrate the use of kind and peaceful strategies 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.

SILLY – Resilient Activity 1: To Be Fun It Has to Be Fun For Everyone (See page 179)

Materials: Huggtopus, Frustrated, Silly, Excited, Scared, Left Out, Sad feelings

Tips for lesson success:

1. Some children, especially boys, tend to play with a “rough and tumble” style.
2. This activity will teach children to stay connected when what they are playing is not fun for everyone.
3. Many young children just quit when they don’t like the play anymore. Teaching students to be clear that they still want to play, but they want to change what they are playing keeps interactions positive.
4. Be sure to practice the scripts listed in the book:
 - “I want to play, but let’s not be so wild.
 - “I want to keep playing, but can we play something else please?”
 - “This is getting too crazy, Let’s do something else.”
 - “I had fun, but I’m done for now.”
 - “What else can we play?”

Additional Activity

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

1. An additional Kotowaza idea: **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.
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?*”

Second Grade Lesson Sequence

WEEK 18

Feeling Lesson: Brave #1

(pages 148-158)

The Kimochis® Way: Brave is at the heart of the Kimochis® Way! Kimochis® Kids know that brave is not a “superhero feeling” and they 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 try new things

QUICK REVIEW of Silly Feeling: Students stand in the circle. Turn off the lights and tell students to be silly (safely). When lights go back on, 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 learning.

BRAVE – Self-Awareness and Self-Regulation (See page 149)

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 148)

1. Be brave enough to stand up and speak or sit down and listen.
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.” Brave is at the heart of the Kimochis® Way!

BRAVE – Compassionate/Kind Activity 3: Brave Talk (See page 157)

Materials: Bug, Brave, Excited, Happy, Scared, Uncomfortable, Curious, Proud, Shy feelings

Tips for lesson success:

1. This activity focuses on trying new things.
2. Students love to use Bug as an example of trying new things (He want to learn to fly).

BRAVE – Responsible Activity 1: Owing Up (See page 151)

Materials: Scared, Sorry, Uncomfortable, Guilty, Embarrassed, Sad feelings

Tips for lesson success:

1. The language “Owing up” may be a hard concept for some students to understand. Explain that it means “Taking responsibility.”

Optional Extension Activity

Language and Literacy:

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?

Second 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 hurt others' 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
 - 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!
2. You may wish to stagger how many communication habits you teach in one day. For example you can begin by teaching habits 1-3 for saying sorry and add habits 4 and 5 on another day.

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.
2. At first, a child may not feel sincere. It is helpful to teach the communication steps of apologizing and forgiving just like we teach *please* and *thank you*. Initially, children use these manner words without meaning and sincerity. Eventually, they understand these words demonstrate respect and responsibility.

Optional Extension Activity

Language and Literacy:

Sorry, by Trudy Ludwig. Charlie behaves badly and gets away with it by saying he's sorry even though he clearly isn't. A teacher helps him understand that he has to make amends for the hurt and damage he has caused.

Second Grade Lesson Sequence

WEEK 20 Feeling Lesson: Proud (pages 218-224)

The Kimochis® Way: When students have the ability to share pride without bragging, students are encouraged to do their best rather than have to be the best. Kimochis® Kids know how to feel proud of their accomplishments and celebrate successes for themselves and others.

Kimochis® Vocabulary: Proud, success, bragging

Kimochis® Objectives: Students will be able to:

1. Identify proud feelings in self and others
2. Use self-regulation tools to manage expressions of pride without bragging
3. Demonstrate a positive response when peers brag

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?”

PROUD – Self-Awareness and Self-Regulation (see page 219)

Materials: Lovey Dove with Proud feeling tucked in pouch

Tips for lesson success:

1. Bragging is a BIG second grade habit.
2. Students can hear and see how bragging can hurt feelings. Pride is the way to celebrate one’s success.

PROUD – Introduce the Kotowaza (See page 218)

1. *I am happy for you and happy for me.*

PROUD – Respectful Activity I: Be Careful Not to Brag (See page 220)

Materials: None

Tips for lesson success:

1. Students with more intense social-emotional challenges will need extra practice in differentiating between bragging and being proud.

PROUD – Responsible Activity I: Happy for You, Happy for Me (See page 221)

Materials: Lovey Dove, Proud, Jealous, Sad, Mad feelings

Tips for lesson success:

1. This skill will also take a lot of practice for students with social-emotional challenges.

Optional Extension Activities:

PROUD – Compassionate and Kind Activity 2: Proud Talk (See page 223)

This is a supportive and powerful activity that would be great to do this week if you have time. It focuses on how students can express, listen and manage pride.

PROUD – Compassionate and Kind Activity 1: Heart of Pride (See page 223)

This is a great activity around Thanksgiving or Valentine’s Day.