

Kimochis®



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

Lesson Sequence 4th Grade

Fourth Grade Lesson Sequence

How to Use the Fourth 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 you do a 45 minute lesson once a week. You could also break the lesson into two 20-25 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! Check it out and decide if you want to spend time with the Learning Names activities.
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 placed them in a corner of the room with soft rug and pillows. Others have just placed them on a bookshelf for easy access. 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 with the Journal are provided on page 50 in the curriculum guide.
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 fourth grader develops social-emotional skills (Refer to the next page, **Social-Emotional Development in Fourth Graders**).
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 fourth grade. It can be helpful for parents to hear that children at this age have commonly occurring social challenges, such as being self-conscious and easily insulted.

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Social-Emotional Development in Fourth Graders **How Children Grow**

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

Fourth grade is a time of rapid learning for kids.

Fourth graders:

- Want to put some distance between themselves and adults, and may rebel against authority
- Need to be part of a group
- Seek independence
- Passes a high activity level
- Can express a wide range of emotions and verbalize easily
- Can empathize
- Can think independently and critically, but are tied to peer standards
- Begin to increase their sense of truthfulness
- Are typically not self-confident

Where they are going:

In fourth grade, students are learning how to make decision and set standards.

Encourage fourth graders as they:

- Begin to making important decisions
- Gain a greater sense of responsibility
- Set personal standards
- Develop personal interests and abilities
- Develop social skills
- Learn to engage in-group decision-making

Fourth 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 are more likely 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 the Friendly feeling around the room and explain that it is friendly to make eye contact, say Hi and use the classmate's name. Then ask students to gently toss the Friendly feeling to others saying student's name and a greeting.
2. Same Letter Name Game
 - Each student picks a word that has the same beginning letter as his/her name. Each student must say his or her name and repeat the names that came before ("*I'm Mellow Meg, you are Windy Wendy, Soccer Sally and Jumping Jimmy...*").
3. Play other name games you might know.
4. Invite the principal (school staff, parents, volunteers) to join your class for name games.

(Continued on next page)

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

Friendly Signals

Note: 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.

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. Fourth 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 partners uncomfortable. Explain to the students that these sounds are “off-limits” because everyone wants to feel safe and secure in our classroom.
3. End activity by placing students in boy and girl partners.

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.

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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 a 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 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 pages: 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. Our 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 pillow case when washing and drying

Fourth 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 personality and temperament to the Kimochis® characters
3. Understand classmate’s personality and 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 other. 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.

Fourth Grade Lesson Sequence

WEEK 5

Key I: 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 to gain attention

Key I – 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 I – 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.

Change Seats With Communication Tap (New!)

Materials: None

1. The first student taps a classmate's shoulder to communicate, *I want your seat.* (Communicated only by the tap, no talking allowed). This student now taps another student and takes their seat.
2. Game ends when all have exchanged seats. Ask students where the communication tap might come in handy in the classroom.

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

Materials: None

Tips for lesson success:

1. Prompt students to use Key I skills in social situations as they occur throughout the school day.

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

QUICK REVIEW of Key 1: Have a class discussion about the best and worst ways to get a person's attention. What works? What never works? What do you do when a parent is busy and it is hard to get their attention?

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 forgets and uses her “fighting voice.”
2. Demonstrate using the characters. 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.

Key 2 – Activity 2: Boomerang—A Communication Tool to Not Yell Back When Yelled At (Elementary: See page 31)

Materials: Cat

Tips for lesson success:

1. When someone yells, your body wants to yell back.
2. This activity gives your students the experience of how choosing a calm verbal and nonverbal response to an unkind interaction can make a situation better.

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. Say STOP. The student 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.

Fourth 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
3. Show an understanding of the concept of “first impression”

QUICK REVIEW of Key 2: Find upset feelings (Mad, Sad, Frustrated, Jealous, Embarrassed). Pass a feeling to students who are willing to share how they have become more aware of their tone of voice and volume.

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.

FRUSTRATED – Responsible Activity 2: Kimochis® Charades (See page 187)

Materials: Huggtopus with Frustrated, Mad, Scared tucked in pouch

Write these phrases on the board: 1) Say what you see, “You look frustrated.”, 2) Check it out, “Are you frustrated?”

First Impressions (New!)

Materials: None

1. Talk about how much of our first impression comes from a person’s nonverbal signals.
2. Link the concept of first impressions and how you “come across.” Explain that “coming across” is not necessarily what you are thinking or feeling, but is what people think and feel about you.
3. For example, ask students if they have ever had a negative opinion about someone because of the way their facial expression and body language read. What about shy people? Can they come across as unkind when they are really feeling shy?
4. Invite students to share ways they “come across” that do not reflect how they really feel. Get the conversation started with this prompt, “I can sometimes come across as____” (know it all; overly competitive; bossy; mean; quiet; disinterested; etc).
5. At a future class meeting, invite students to share first impressions they may have had that were not accurate. For example, “I thought someone was unfriendly, but really they are just a bit shy.” Likewise, have students share any new awareness about their own body language. Ask them if they have made any conscious adjustments, such as making sure to make eye contact, or smile, etc.

(continued on next page)



Fourth Grade Lesson Sequence

Don't Roll Your Eyes (New!)

Materials: Kimochis® feeling pillow

1. Place feelings in center of circle. Ask for student volunteers to choose a feeling that might make them want to roll their eyes (*Mad, Embarrassed, Sad, Jealous, etc.*)
2. Students roll eyes and re-do by saying, "Sorry I rolled my eyes. I am feeling (state feeling)"
3. Ask how it would be different if everyone agreed to tell how they are feeling rather than rolling eyes.

Fourth 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
3. Use communication skills to demonstrate assertiveness with peers

QUICK REVIEW of Key 3: Use the Kimochis[®] characters to ask students about “first impressions.” For example, when Huggtopus is annoying, she might really be excited. Ask for other ideas.

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.

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!
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,” not, “I don’t like you.”

MAD – Responsible Activity 2: Sending an “I Mean It” Message Without Being Mean (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.”

Fourth 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 repair hurtful moments
3. Show how to give and receive a “knowing look” to discourage hurtful behavior

QUICK REVIEW of Key 3: Students who wish to practice the Talking Hand put a pencil on their desk. Walk up and grab it, student uses a Talking Hand. Practice the Stop Hands by walking around the room and invading their space (be sure that students volunteer first).

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

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

Tips for lesson success:

1. Cloud is used in this teaching activity, but Lovey Dove is also a good Kimochis® character to remind students to use “helping words.”

CRANKY – Responsible Activity 1: Oops That Came out Wrong (See page 205)

Materials: Cat

Tips for lesson success:

1. Remind students that they can try to get out of cranky moods. Brainstorm what helps them to move on from a cranky mood (talk a walk, read a book, listen to music, play with the dog etc.)

The Knowing Look (New!)

Materials: None

1. Tell students that sometimes we all need to re-do a hurtful way of communicating.
2. Suggest that the class agree to simply give a knowing look when someone speaks in a hurtful way (make friendly eye contact and shake your head slightly to communicate, “Hey, don’t do that”). This gesture will remind classmates to re-do the moment in a shame-free way. No questions asked!
3. Role-play by asking a student to say “Move” in an unkind way. Model The Knowing Look to communicate, “You are nice, but that did not come out very nicely.” (This is the signal to ask the person to re-do the moment without shaming them.)
4. Ask the student who was loud and hurtful how they felt when you responded with the The Knowing Look. They will most likely feel regretful.
5. Ask students who wish to practice this strategy to put their hands on their desk. Then role-play by talking to one of them in a hurtful way. (Say something unkind that you hear them say to each other.)
6. Wrap-up this activity by asking, “Where and how this might be a helpful tool to use in real life?”
7. Remind your students that we all need to practice thinking before we speak. However, we can remember to use our shame-free way to remind our friends to take back what they said and to receive a Knowing Look when given one.

Fourth 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: Create time for students to share what seems to work best to stop others when they are hurtful. The “Knowing Look” is just one communication tool. Create role-plays so students can demonstrate other quick, shame-free ways to stop hurtful behavior.

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

Materials: Cloud, Hugtopus, 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 Hugtopus 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 2: What Feeling Gets the Best of You? (Elementary, see page 39)

Materials: Mad, Frustrated, Cranky and Sad feelings; Add Jealous, Left Out and Embarrassed if your students seem to understand the concept.

Tips for lesson success:

1. Students may need some prompting and assistance with this activity.

Fourth 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. Review a Key as a transitional activity.

Activities for each Key:

Key 1: Have a class discussion about the best and worst ways to get a person’s attention. What never works? What often works? What do you do when a parent is always busy and it is hard to get their attention?

Key 2: Find upset feelings (Mad, Sad, Frustrated, Jealous, Embarrassed). Pass a feeling to students who are willing to share how they have become more aware of their tone of voice and volume.

Key 3: Students who wish to practice the talking hand put a pencil on their desk. Walk up and grab it, student uses a talking hand. Practice the Stop hands by walking around the room and invading their space (be sure that students volunteer first).

Key 4: Create time for students to share what seems to work best to stop others when they are hurtful. The Knowing Look is just one communication tool. Create role-plays so students can demonstrate other quick, shame-free ways to stop hurtful behavior.

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.

Fourth 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. Ask, “*How do we feel about ourselves and others when we bravely re-do a hurtful moment?*”

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

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

Tips for lesson success:

1. Do the first activity under the heading **Communicate** (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.

LEFT OUT – Introduce the Kotowaza (See page 160)

1. *It’s always more fun when we make room for everyone*

LEFT OUT – Getting Oneself Included (New!)

Materials: Ball

1. Ask students to name what they like to do at recess.
2. Invite students to share their best tips and tricks for joining a game or conversation. Get them started by saying, “*What I do is I...*”
3. Then say, “*Let’s learn some communication tools that will raise the odds that kids will let you join them.*”
4. Ask for three students to come up to the front of the room and pass a ball to each other.
5. 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.
6. 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. (Key 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.

Fourth 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 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 using 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?”

Fourth 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. Show how to warn others when you are mad

QUICK REVIEW of including others in play: Ask students if they included a classmate in play or conversation. Ask, “How did you do it?”

MAD – Self-Awareness and Self-Regulation (See page 141)

Materials: Cloud with Mad feeling tucked in pouch

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

Materials: Cloud

Tips for lesson success:

1. Use Cloud as a talking stick. 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.*”
2. Create role-plays 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.*”

Fourth 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 – 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.

BRAVE – Habit 8 *Managing a “Big Upset” Reaction* (See page 155)

Materials: None

Tips for lesson success:

1. Explain that when we suddenly get mad, we often overreact. This can make it easy for the other person to respond in an upsetting way too.
2. Help your students to consider that when someone overreacts it is often fueled by feelings of shock or surprise (e.g. “*You stepped on my foot and I yelled at you.*”)
3. The tools in this activity will help them respond in a calm way to resolve the situation more quickly and kindly.

Fourth 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: Hugtopus with Silly feeling tucked in pouch

SILLY – Introduce the Kotowaza (See page 174)

1. *For silly to be fun, it has to be fun for everyone.*

Masking Silly Feelings (New!)

Materials: All Kimochis® feelings

1. Students sit in a circle with feelings in middle. Hold up Silly feeling. Tell students, “*Sometimes we act silly when we are actually having an upset feeling. We call that ‘Masking our Feelings’ or covering them up.*”
2. Student volunteers select an upset feeling that is often masked with silliness (for example, Sad, Embarrassed or Uncomfortable).
3. Tell students that there is something called “nervous laughter” which is when we laugh, but we are really feeling anxious or upset.
4. Reassure students by telling them that we are practicing telling real feelings in our Kimochis® classroom and we will be more comfortable sharing feelings so we don’t have to *mask* or cover them up.

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.

Fourth 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

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: Reflect on the words, self-control. Ask students if they needed to use self-control over the past week. Ask, “How did it feel to know what to do and say when self-control was needed?”

SILLY – Compassionate and Kind Activity 2: That’s Not Funny (See page 180)

Materials: Mad, Sad, Sorry, Scared, Surprised, Shy feelings

Tips for lesson success:

1. Be sure to clarify what the phrase “at someone’s expense” means.

SILLY – Compassionate and Kind Activity 3: Speak up When It Is Not Funny (See page 181)

Materials: None

Tips for lesson success:

1. Emphasize how students must remember to use a talking voice, face and body.

SILLY – Compassionate and Kind Activity 4: I’m Just Kidding (see page 181)

Materials: Sorry, Uncomfortable, Scared, Guilty, Surprised, Embarrassed, Happy, Hurt feelings

Tips for lesson success:

1. The words, *Just Kidding*, can be very painful for children to hear as it is usually a cover up for feeling ashamed or regretful that you hurt feelings.

Optional Extension Activity

Language and Literacy:

Just Kidding, by Trudy Ludwig is a wonderful story about teasing and how to deal with it in positive ways.

Fourth 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 how to “own up” and “come clean” when mistakes are made

QUICK REVIEW of Silly Feeling: Pass the Kind feeling to students who are willing to share how they stood up for peers that were being teased or hurt.

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 – 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 really means taking responsibility for your actions.

BRAVE – Responsible Activity 2: Coming Clean (See page 152)

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

Tips for lesson success:

1. “Coming clean” is another figurative statement that might be confusing unless explained.

BRAVE – Responsible Activity 3: Oops, That Was a Lie (See page 152)

Materials: None

Tips for lesson success:

1. Be sure to talk with students about how they think this communication habit will help them.

Fourth 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, apologize, forgive

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: Ask if any students would be willing to share a time they needed to “own up” or “come clean.” Give an example from your own life to get them started.

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: Habit 1 | Forgive You (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 all the time and gets away with it by saying he's sorry even though he clearly isn't. A teacher helps him understand how to say sorry in a sincere way.

Fourth Grade Lesson Sequence

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

The Kimochis® Way: When students have the ability to share pride without bragging, they 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 an insincere voice. Do again with a sincere voice. Ask, “Which voice feels better?” Ask students to tell about peers or someone in their life they admire because of their ability to give a sincere apology.

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. Help your students begin to hear and see how bragging can hurt feelings and that 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. Challenged students will need extra practice in differentiating between bragging and being proud.

PROUD – Resilient Activity I: Proud Power (See page 222)

Materials: Proud feeling

Tips for lesson success:

1. Some students with social-emotional challenges might benefit from a Social Narrative (see Educator’s Portal) to help them remember what to do when others won’t share in their happiness.

Optional Extension Activities:

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

1. A supportive and powerful activity that focuses on how students can express, listen and manage pride.

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

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