

# Kimochis<sup>®</sup>



## **The Kimochis<sup>®</sup> Educator's Tool Kit A Social-Emotional Learning Curriculum**

### **Lesson Sequence Kindergarten**

## Kindergarten Lesson Sequence

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### How to Use the Kindergarten 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<sup>®</sup> 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<sup>®</sup> lesson.
4. We suggest that you schedule one 20 minute lesson a week or two 10-15 minute lessons twice a week. Do whatever works best for you, your schedule and your students.
5. A good time to implement the Kimochis<sup>®</sup> lessons is right before recess. This will provide your students immediate practice and review of the Kimochis<sup>®</sup> communication skills as they go out to the playground.

#### Implementing Lessons

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

#### Setting up the Kimochis<sup>®</sup> Lessons

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

#### Promoting Collaboration

1. If you are a classroom teacher, consider collaborating with the school speech-language pathologist or the counselor. You will each bring a unique and specialized level of knowledge to the lessons.
2. Consider how to co-teach the Kimochis<sup>®</sup> 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)

#### Making a Kimochis® Corner (page 47)

1. Many teachers have made a place for the Kimochis® characters and feelings to “live” in the classroom. A Kimochis® Corner does not need to be 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 more ideas.
2. The Kimochis® Corner can be a safe place for children to go when feeling upset. It is never used as a time-out. It is a place to take a “time-away” to promote relaxation, self-regulation and reflection.
3. Creating a Kimochis® Corner is a fun activity to do collaboratively with your students.

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

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

#### Kimochis® Educator’s Portal

1. The Kimochis® Educator’s Portal is an online forum where educators from all over the world can connect and share ideas, ask questions and get advice and the latest news from the Kimochis® team. Useful downloadable items are also available such as Home Links (activities you can send home to reinforce each lesson), coloring sheets, IEP goals, standards, artwork for your school and grade-level lesson sequences (Pre-K through 5<sup>th</sup> grade).
2. You can join the Kimochis® Educator’s Portal by going to [www.kimochis.com](http://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.

#### Fostering Home-School Connections (Educator’s Portal)

1. Be sure to check the Kimochis® Educator’s Portal for Home Links that will provide you with activities you can send home to reinforce each lesson.
2. At Back-to-School Night, it might be helpful to provide families with information about how a Kindergartner 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 highs and lows of Kindergarten. It can be helpful for parents to hear that it is common for children at this age to have social challenges, such as difficulties with sharing and taking turns.

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### **Social-Emotional Development in Kindergarten How Children Grow**

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

#### **Where they are:**

The average kindergartener is enthusiastic, helpful, and conforming.

They may:

- Attempt only things they know they can do
- Need attention, affection, and praise
- Be energetic and fidgety
- Have a short attention span
- Show opposite extremes of behavior
- Become less well-behaved as the year progresses

#### **Where they are going:**

Kindergarteners are learning to understand themselves.

Encourage them as they:

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

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### WEEK 1

## *Friendly Faces Create Friendly Places!* Learning Names

**Note:** As noted earlier, this lesson is designed to be implemented in the first week of school to set a positive school climate. If you are not initiating the program at the beginning of school and your students know each others' names, skip to Week 2 activities.

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

**Kimochis® Vocabulary:** Names, Kind, Friendly, 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.

#### **Wear name tags**

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

#### **Name Games**

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

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### WEEK 2

## ***Friendly Faces Create Friendly Places!*** **Friendly Signals**

**The Kimochis® Way:** A friendly school climate is 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:** Kind, Friendly, Friendly Signals

**Kimochis® Lesson Objectives:** Students will be able to:

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

### **Teach Friendly Signals (New!)**

*Materials: None*

1. Model the following friendly signals one at a time. Encourage the class to repeat them.
  - Smile, Wave, Head Nod, Hello, High Five
2. Invite students to demonstrate other friendly signals. Make this fun by being creative. Students can make up new friendly signals.
3. Tap two students in the circle and instruct them to change seats. They each use one of the friendly signals listed above. For example, “*Pass one another and give a head nod.*”
4. On the last round, students pass each other; say each others’ names, a greeting and a friendly signal.
5. Help children understand that using friendly signals is both cultural and personal. For example, a child may be shy and not send friendly signals easily. However, this does not mean this child is unfriendly.

### **Friendly Feelings are Contagious (New!)**

*Materials: Friendly feeling, whiteboard, markers*

1. Discuss with students how being friendly is a habit that can have a positive ripple effect in the world. Talk about a ripple effect or something catching on that is positive (contagious).
2. Tell the students that this is a *no talking allowed* game.
3. Look at the student seated to your left and give them one of the friendly signals. This student passes it to the student on their left until the ripple has made it around the circle.
4. Discuss how a smile or friendly signal makes you feel like you want to be friendly back.
5. Play the *hot potato* game with the Friendly feeling. Toss the Friendly feeling to a student, saying his/her name paired with a friendly gesture. The point of the game is to keep the “hot potato” (Friendly feeling) moving as fast as possible. Keep going until the students are ready to stop or get too silly.

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

1. *Friendly faces create friendly places.*
2. Talk about the Kotowaza and what it means to you. Give an example from your life.
3. Ask students if they would like it if everyone was friendly to them at school.
4. 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 3

## Meet the Kimochis® Characters

### (Pages 13-23)

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

**Kimochis® Vocabulary:** Kimochis®, personality

**Kimochis® Lesson Objectives:** Students will be able to:

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

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

*Materials: All Kimochis® Characters*

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

### Optional Extension Activities

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

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### WEEK 4

## Learn About the Kimochis<sup>®</sup> Feelings

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

**Kimochis<sup>®</sup> Vocabulary:** Cloud: Happy, Mad, Sad; Bug: Left Out, Brave; Huggtopus: Silly, Frustrated; Cat: Curious, Cranky; Lovey: Proud, Hopeful

**Kimochis<sup>®</sup> Lesson Objectives:** Students will be able to:

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

### Introduce Cloud’s Feelings

*Materials: Cloud tucked with Happy, Mad, Sad feelings*

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

### Introduce Bug’s Feelings

*Materials: Bug tucked with Left Out and Brave feelings*

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

(continued on next page)

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### WEEK 4 (continued) Learn About the Kimochis<sup>®</sup> Feelings

#### Introduce Huggtopus' Feelings

*Materials: Huggtopus tucked with Silly and Frustrated feelings*

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

#### Introduce Cat's Feelings

*Materials: Cat tucked with Curious and Cranky feelings*

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

#### Introduce Lovey Dove's Feelings

*Materials: Lovey Dove tucked with Proud and Hopeful feelings*

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

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### 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 the attention of peers and adults, they create a social-emotional connection that leads to a successful outcome. Kimochis® Kids can initiate conversation and play in positive ways.

**Kimochis® Vocabulary:** Communication tap, eye contact

**Kimochis® Lesson Objectives:** Students will be able to:

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

**QUICK REVIEW:** Remind students about how our Kimochis® friends (with all their different personalities and feelings) are going to help us learn how to be kind and respectful in our lives.

### 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.

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

Materials: None

Tips for lesson success:

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

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

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

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

Tips for lesson success:

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

### Play Pass the Kimochis® (New!)

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

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

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### WEEK 7

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

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

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

**Kimochis® Lesson Objectives:** Students will be able to:

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

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

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

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

*Materials: Cloud*

Tips for lesson success:

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

### Play *Cloud Says* (New!)

*Materials: Cloud*

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

### 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.

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### WEEK 8

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

**The Kimochis<sup>®</sup> Way:** Students who use nonviolent communication tools can more peacefully resolve social-emotional conflicts. Kimochis<sup>®</sup> Kids can use their Talking Hand or Stop Hands in the heat of an emotional moment.

**Kimochis<sup>®</sup> Vocabulary:** Talking Hand, Stop Hands

**Kimochis<sup>®</sup> Lesson Objectives:** Students will be able to:

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

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

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

*Materials: Cloud*

Tips for lesson success:

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

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

*Materials: None*

Tips for lesson success:

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

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### WEEK 9

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

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

**Kimochis® Vocabulary:** Helping words, hurtful words

**Kimochis® Lesson Objectives:** Students will be able to:

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

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

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

*Materials: Lovey Dove, Cat*

Tips for lesson success:

1. Lovey Dove is a good character to remind students to use helping words.
2. Use Cat and Lovey Dove characters in Kimochis® 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 says, “*That’s OK, I can share.*”
4. Model other situations with hurtful words. Role-play with characters to show how to resolve problems.
5. During the puppet show, introduce Cat’s bandages to “show” that feelings can get hurt, just like a physical hurt. When Cat says “*Sorry*”, put a Kimochis® bandage on Lovey to show how we can apologize when we hurt feelings. Bandages can be fragile, so remind students to handle with care.

#### **Ouch: A Communication Tool (New!)**

*Materials: Cat*

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

#### **Optional Extension Activity**

Language and Literacy:

*Snail Started It* by Katja Reider. This book shows how a chain reaction of insults ends up hurting everyone.

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### WEEK 10

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

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

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

**Kimochis® Lesson Objectives:** Students will be able to:

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

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

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

*Materials: Cloud, Hugtopus, Cat*

Tips for lesson success:

1. You can use Bug to show how he might “bug” someone. Then he has to do a “do-over” and apologize.
2. The role-plays or shows will be most effective if you use real-life situations that have happened with your students. Don’t use names, just describe the situation and ask for students to be in the role-play.
3. You can do different puppet shows with all of the Kimochis® characters. Cloud, Cat and 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.

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

*Materials: Bug, Scared, Uncomfortable, Sad feelings*

Tips for lesson success:

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



## Kindergarten Lesson Sequence

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### 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. Do a quick review of a Key as a transitional activity.
5. Review a Key right before going out to recess, lunch or Free Choice Time.

#### Activities for each Key:

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

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

**Key 3:** Do a quick version of “Cloud Says” as in Week 7. Students stand and show their Talking Hand and Stop Hands.

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

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

## Kindergarten Lesson Sequence

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### WEEK 12

### Feeling Lesson: Left Out #1

(pages 88-91)

**The Kimochis® Way:** When students seek opportunities to 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® Lesson Objectives:** Students will be able to:

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

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

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

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

Tips for lesson success:

1. Bug is a great character to *concretely* show your students how it feels to be left out by tucking his wings in his back pouch and tipping his head downward.
2. Bug has helped a number of Kindergarteners feel less shy and more confident with peers and in school.
3. Bug can help shy, reluctant students to try new things or join a group in the classroom or outside.

#### **LEFT OUT – Introduce the Kotowaza (See page 88)**

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

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

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

Tips for lesson success:

1. Practice the script, “*That looks like fun, can I play?*” with students who are often left out.
2. Prompt students to use the script in play situations.
3. Give a shy child the Brave feeling to tuck into his/her pocket right before recess. This can be a reminder to be brave and ask to play by using the script. Practice with the child before recess. When the child returns, ask him/her how Bug and the Brave feeling helped him/her get included. What did s/he do or say?

## Kindergarten Lesson Sequence

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### WEEK 13

### Feeling Lesson: Left Out #2

(pages 88-91)

**The Kimochis<sup>®</sup> 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<sup>®</sup> Kids always take the “time to be kind” and include others.

**Kimochis<sup>®</sup> Vocabulary:** Left Out, Shy, Scared

**Kimochis<sup>®</sup> Objectives:** Students will be able to:

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

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

#### **LEFT OUT – Activity 2: Looking to Include Others (see page 90)**

*Materials: Bug, a ball*

Tips for lesson success:

1. Encourage children to use their eyes to see and ears to hear that others want to be included.
2. Use the Kotowaza as a reminder for students: *It’s always more fun when we make room for everyone.*
3. Students who are socially-challenged may not know game rules or how to play recess games. These students might be paired with a socially confident peer who could teach the game and guide the student.

#### **Play Bug Wants to Play (New!)**

*Materials: All Kimochis<sup>®</sup> characters*

1. Ask children to share games they like to play. Others clap hands to show they like that game too.
2. Remind children we are kind and let everyone play at our school.
3. Have all the children ask you, “*Do you want to play?*” Model responding with a cheerful, inclusive statement, such as, “*Yes*” or “*Sure*” or “*Of course.*”
4. Remind children that Bug is shy so we are going to help him practice being brave. Say, “*We are going to help him practice being brave.*”
5. Pass out Cloud, Cat, Huggtopus, and Lovey Dove to children seated in the circle.
6. Take the first turn to model. Hold Bug and walk to a seated student holding a character and ask, “*Can I play?*” Student responds, “*Yes*” or “*Sure*” or “*Of course.*”
7. Sit down and exchange Bug for the character that student was holding. This student now takes Bug to another character to ask, “*Do you want to play?*” Be sure everyone gets a turn!

#### **Optional Extension Activity**

Artistic Expression:

1. Refer to the art activity, *Left Out or Happy?* on page 91. Be creative with stories you make up.
2. If you observe a situation in your classroom or at recess, use it in a scenario (do not use names).

## Kindergarten Lesson Sequence

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### WEEK 14

### Feeling Lesson: Mad #1 (pages 80-83; pages 140-146)

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

**Kimochis® Vocabulary:** Mad

**Kimochis® Objectives:** Students will be able to:

1. Identify mad feelings in self and others
2. Demonstrate how to use Cool Down strategies to express mad feelings in a positive way

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

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

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

Tips for lesson success:

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

#### **MAD – Introduce the Kotowaza (See page 80)**

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

#### **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.

#### **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, comment on Sophie’s voice, face and body language (*talking or fighting?*)

## Kindergarten Lesson Sequence

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### WEEK 15

### Feeling Lesson: Mad #2

(pages 80-83)

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

**Kimochis® Vocabulary:** Mad

**Kimochis® Objectives:** Students will be able to:

1. Show different communication tools to manage mad feelings
2. Demonstrate how to use positive tone of voice, facial expression and helpful words when experiencing mad feelings

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

#### Play “Cloud Says” (New!)

Materials: Cloud

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

#### MAD – Activity 1: What to Say and Do When Friends Don’t Remember to take Turns (See page 82)

Materials: Cloud

Tips for lesson success:

1. Remind students to use the phrase, “*Remember, we take turns*” throughout the day.

#### MAD – Activity 2: What to Say and Do When Friends Forget to Share (See page 82)

Materials: Cloud

Tips for lesson success:

1. Remind students to use the phrase, “*Remember, we share*” throughout the day.

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

Materials: Cloud

Tips for lesson success:

1. Encourage and prompt students to say, “*Thanks*” when the other student complies with their request.

## Kindergarten Lesson Sequence

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### WEEK 16

### Feeling Lesson: Silly #1 (pages 92-95)

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

**Kimochis® Vocabulary:** Silly

**Kimochis® Objectives:** Students will be able to:

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

**QUICK REVIEW of Mad Feeling:** Pass the *Mad* feeling. Ask students to tell stories of when they remembered what to do and say if friends forgot and pushed, grabbed, or didn't take turns.

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

*Materials:* Huggtopus with Silly feeling tucked in pouch

Tips for lesson success:

1. Vary this activity by saying:
  - “Everyone make a silly face.”
  - Continue with silly sounds, silly hands, silly body, silly feet and silly hair.
2. Adults don't like the sound of baby voices. However, young children often use them as a way to express themselves more easily. Baby voices can also make children feel safer if they get rejected.

#### **SILLY – Introduce the Kotowaza (See page 92)**

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

#### **SILLY – Activity 1: Too Silly and/or Rough (See page 94)**

*Materials:* Huggtopus

Tips for lesson success:

1. Be sure students understand the concept of “too much.”

#### **Optional Activity – Times to be Silly and Times to be Serious (New!)**

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

## Kindergarten Lesson Sequence

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### WEEK 17

### Feeling Lesson: Silly #2 (pages 92-95)

**The Kimochis® Way:** Everybody likes to have fun, but when it distracts from learning, it is a problem. Kimochis® Kids know they can use effective nonverbal communication tools to send a “not now” message.

**Kimochis® Vocabulary:** Silly, serious

**Kimochis® Objectives:** Students will be able to:

1. Show how to use a kind and peaceful strategy to set boundaries when peers are distracting
2. Demonstrate how to calm down and apologize when silly feelings annoy or hurt others

**QUICK REVIEW of Silly Feeling:** Hold up the Silly feeling. Remind students how we have Silly times and Serious times at school. Name a time of day (e.g., Center Time). Ask students respond in unison with the word that describes that time “Silly or Serious.”

#### **SILLY – Activity 2: Catch Yourself When You Are Too Silly (See page 94)**

*Materials: Huggtopus with Silly feeling tucked in pouch*

Tips for lesson success:

1. This will teach students how to pay attention to the nonverbal and voice cues that peers give each other when they are too silly or rough.
2. This activity will prepare students for “The Huggtopus Dance!”

#### **Play “The Huggtopus Dance” (New!)**

*Materials: Huggtopus with Silly and Excited feelings tucked in pouch, music*

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

#### **Optional Extension Activity**

Language and Literacy:

*Today I Feel Silly and Other Moods that Make my Day* by Jamie Lee Curtis. After reading, students can draw pictures of moody faces and bodies.

## Kindergarten Lesson Sequence

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### WEEK 18

## Feeling Lesson: Brave (pages 84-87)

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

**Kimochis® Vocabulary:** Brave, Scared, 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 scared feelings
3. Demonstrate the use of positive self-talk to try new things

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

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

*Materials: Bug with Brave feeling tucked in pouch, Scared feeling*

Tips for lesson success:

1. Think of instances 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 with lots of details!

### **BRAVE – Introduce the Kotowaza (See page 84)**

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

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

*Materials: Bug with Brave feeling tucked in pouch*

Tips for lesson success:

1. Students love this activity! Tell students that brave is not a Super-Hero feeling, but the ability to GET yourself to do the right thing even when you are scared, shy, embarrassed or hurt.
2. Talk about how positive self-talk helped Bug to fly and how positive self-talk can help kids to try new things or to finish something hard.

### **Understanding Self-Talk (New!)**

*Materials: Cloud, Lovey Dove*

1. Discuss the concept of positive self-talk and negative self-talk. Place Lovey on one side of the room and Cloud with his mad face on the other side.
2. Read the sentences below. Have students point to the matching character (Cloud-negative, Lovey-positive).
  - *I can do it.*
  - *I can't.*
  - *I'll never finish this!*
  - *I've done this before. It's not hard.*
  - *I hate writing!*
  - *I give up.*

### **Optional Extension Activity**

Language and Literacy: Read the old favorite, *The Little Engine that Could*. It's message really works!

*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?

## Kindergarten Lesson Sequence

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### WEEK 19

### Feeling Lesson: Sad

(pages 76-79)

**The Kimochis<sup>®</sup> Way:** When students can express sad feelings without fear of being teased, they will share their true feelings. Kimochis<sup>®</sup> Kids comfort themselves and others when feeling sad in kind, compassionate and caring ways.

**Kimochis<sup>®</sup> Vocabulary:** Sad

**Kimochis<sup>®</sup> Objectives:** Students will be able to:

1. Identify sad feelings in self and others
2. Use self-regulation tools to comfort sad feelings
3. Demonstrate compassionate and caring actions toward peers who are feeling sad

**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.

#### **SAD – Self-Awareness and Self-Regulation (See page 77)**

*Materials: Cloud with Happy, Sad, Mad feeling tucked in pouch, mirror*

Tips for lesson success:

1. Some children will easily relate to Cloud. He can help students understand their own feelings of sadness and the sad feelings of others

#### **SAD – Introduce Kotowaza (See page 76)**

1. *Being sad reminds us how to appreciate being happy.*

#### **SAD – Activity 1: Offering Comfort to Friends who are Feeling Sad (See page 78)**

*Materials: Cloud*

Tips for lesson success:

1. Acknowledge students when they make an effort to comfort others.

#### **SAD – Activity 2: Comforting Oneself When Feeling Sad (See page 78)**

*Materials: Cloud*

Tips for lesson success:

1. Guide students to use a comforting strategy when they are upset or sad.
2. Initially, they may need “permission” from you to remove themselves to go to the Kimochis<sup>®</sup> Corner or to take a “time away” (not a time-out) to calm.

## Kindergarten Lesson Sequence

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### WEEK 20

### Feeling Lesson: Cranky

(pages 104-107)

**The Kimochis<sup>®</sup> Way:** Everybody has moments of crankiness, but that does not give you permission to be rude or hurtful to others. Kimochis<sup>®</sup> Kids monitor their crankiness and redo cranky moment with character.

**Kimochis<sup>®</sup> Vocabulary:** Cranky

**Kimochis<sup>®</sup> Objectives:** Students will be able to:

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

**QUICK REVIEW of Sad Feeling:** Hold up the *Sad* feeling. Ask students to tell stories of how they comforted their classmates if they were sad. Ask, “*What did say to your friend?*”

#### **CRANKY – Self-Awareness and Self-Regulation (See page 105)**

*Materials: Cat with Cranky feeling tucked in pouch*

Tips for lesson success:

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

#### **CRANKY – Introduce the Kotowaza (See page 104)**

1. *Being kind during cranky moments shows real character.*

#### **Play “Catch Cat” (New!)**

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

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

*Materials: Cat, Kimochis<sup>®</sup> Bowl of Feelings*

Tips for lesson success:

1. Show students how to cover their ears and say, “*Remember to use your talking voice.*” Students will be familiar with this as they just practiced it in “Catch Cat.”

#### **Optional Extension Activity**

Language and Literacy: *What Are You So Grumpy About?* by Tom Lichtenheld