

Handling Hurt Feelings

I can COMFORT myself....



Looks Like.....



A calm body



Doing something you are good at



Helping another person, or young child



Drawing a picture



Carry a "comfort" item with you for the rest of the day



Take a walk in the fresh air



Move your body - run, jump, swing play ball, take a walk



Another friend cheering you up
(compliments, a fun game together, or talking about a favorite topic, looking at a funny book)



Petting an animal or hugging a stuffed Animal



Sounds Like...



Saying "I forgive you" to the person who hurt you



Using helpful words to the person who hurt you



Compliment another person (Saying nice things to others makes you feel good about yourself!)



Talking to a friend, adult or teacher



Laughing at a funny joke, book or show



Think happy, positive thoughts about yourself
(*"I am really good at___", "I am good friend when I___"*)

Sometimes other kids say mean words that hurt my feelings. I might feel sad or mad at that person. Hurtful words can be said on purpose, or just by accident. Many times, kids say hurtful words because their feelings are SOOO BIG and they don't know what else to do or say. Sometimes people say mean things and those mean things are not true. When my feelings get hurt, I can work on HANDLING my hurt feelings myself in a grown-up, calm, and friendly way. This will help keep our friendship with together.

"I'm sorry, I take that back..."



If you say **HURTFUL** words, you can "fix it"! You can "*take them back*"

You will be a better friend

"I shouldn't have said those things"



Things to say if I say **hurtful** words...



"I didn't mean it."

"I was wrong to say that to you"



My feelings are hurt right now...
I can COMFORT myself.

I will try to handle them by...

(choose one)



Doing something I am good at



Move your body - run, jump, swing
play ball, take a walk



Use my words and say to the person, "*That really hurt!*
Why did you say that?"



Be with another friend to cheer you up
(compliments, a fun game together, or talking about a favorite
topic, looking at a funny book)

ROLE PLAY # 1
Handling Hurt Feelings

Skill to Practice: Students will be able to practice social language displaying remorse for saying hurtful words to another person
Students will be able to practice handling hurt feelings themselves by choosing a self-comforting strategy and using pro-social language/behaviors to advocate for themselves and their feelings.

Scene (read by Director): Kids are choosing partners in gym class to practice passing basketballs

Actor #1 (Assisted by Coach #1): Ask Actor #2 if he would be your partner

Actor #2 (Assisted by Coach #2): Say some pretend teasing words to tell #1 you don't want to be his basketball partner

Actor #1 (Assisted by Coach #1): Practice handling your feelings by having another friend be your partner

Actor #2 (Assisted by Coach #2): Say, "*I'm sorry – I shouldn't have said that*".

ASK the AUDIENCE: What phrases or words did Actor #1 use to "take back" the hurtful words? (use visual map for help)
How did Actor #2 choose to handle his/her hurt feelings? (use T-chart visual for help)

ROLE PLAY # 2
Handling Hurt Feelings

Skill to Practice: Students will be able to practice social language displaying remorse for saying hurtful words to another person
Students will be able to practice handling hurt feelings themselves by choosing a self-comforting strategy and using pro-social language/behaviors to advocate for themselves and their feelings.

Scene (*read by Director*): Two kids are playing kickball on the playground. Actor #1 kicks the ball, but not very far. Actor #2 hurts #1's feelings.

Actor #1 (*Assisted by Coach #1*): Pretend to kick a kick ball, but it does not go very far. Show a disappointed look on your face

Actor #2 (*Assisted by Coach #2*): Say some pretend teasing words to Actor #1

Actor #1 (*Assisted by Coach #1*): Show how you could find another friend to talk to and cheer up (use an audience member)

Actor #2 (*Assisted by Coach #2*): Say, "*I'm sorry – I was wrong to say that to you earlier*"

ASK the AUDIENCE: What phrases or words did Actor #1 use to "take back" the hurtful words? (use visual map for help)
How did Actor #2 choose to handle his/her hurt feelings? (use T-chart visual for help)

ROLE PLAY # 3
Handling Hurt Feelings

Skill to Practice: Students will be able to practice social language displaying remorse for saying hurtful words to another person
Students will be able to practice handling hurt feelings themselves by choosing a self-comforting strategy and using pro-social language/behaviors to advocate for themselves and their feelings.

Scene (*read by Director*): Two kids are practicing their names in cursive handwriting

Actor #1 (*Assisted by Coach #1*): Pretend to practice cursive writing

Actor #2 (*Assisted by Coach #2*): Pretend to look at Actor #1's writing. Say some pretend mean words about his handwriting.

Actor #1 (*Assisted by Coach #1*): Practice handling your feelings by moving to a different place to work, away from Actor #1

Actor #2 (*Assisted by Coach #2*): Walk up to Actor #1 and say, "*I'm sorry – that was mean to say. I take it back*"

ASK the AUDIENCE: What phrases or words did Actor #1 use to "take back" the hurtful words? (use visual map for help)
How did Actor #2 choose to handle his/her hurt feelings? (use T-chart visual for help)

ROLE PLAY # 4
Handling Hurt Feelings

Skill to Practice: Students will be able to practice social language displaying remorse for saying hurtful words to another person
Students will be able to practice handling hurt feelings themselves by choosing a self-comforting strategy and using pro-social language/behaviors to advocate for themselves and their feelings.

Scene (*read by Director*): Kids are shooting basketball hoops on the playground. Actor #1 wants to join the group of kids

Actor #1 (*Assisted by Coach #1*): Pretend to hold a basketball. Walk up to Actor #2 and ask to shoot hoops with them.

Actor #2 (*Assisted by Coach #2*): Say some pretend mean words to tell Actor #1 he can't join

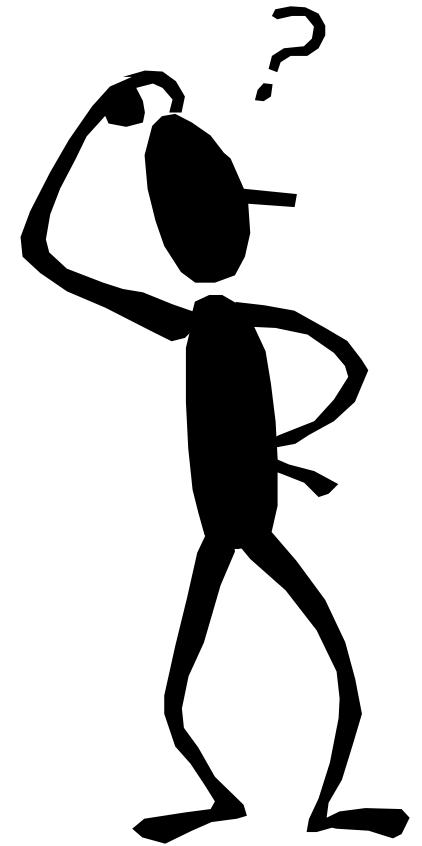
Actor #1 (*Assisted by Coach #1*): Choose and demonstrate using your words calmly to handle your hurt feelings

Actor #2 (*Assisted by Coach #2*): Say, "*I'm sorry – I didn't mean it*"

ASK the AUDIENCE: What phrases or words did Actor #1 use to "take back" the hurtful words? (use visual map for help)
How did Actor #2 choose to handle his/her hurt feelings? (use T-chart visual for help)

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How did Actor
#2 choose to
handle his/her
Hurt Feelings?



Read Aloud Storybooks: Hurty Feelings by

Chrysanthemum by Kevin Henkes

ROLE PLAY # 1
Handling Hurt Feelings

Skill to Practice: Students will be able to practice social language displaying remorse for saying hurtful words to another person
Students will be able to practice handling hurt feelings themselves by choosing a self-comforting strategy and using pro-social language/behaviors to advocate for themselves and their feelings.

Scene (read by Director): Kids are choosing partners in gym class to practice passing basketballs

Actor #1 (Assisted by Coach #1): _____ (say name) _____ do you want to be my partner for basketball today?

Actor #2 (Assisted by Coach #2): No – last time we did basketball, you never caught the ball once!

Actor #1 (Assisted by Coach #1): Okay..... (walk to the other friend) - Do you want to be my partner today?

Actor #3 (Assisted by Coach #1): Sure.

Actor #2 (Assisted by Coach #2): (walk up to Actor #1) Say, “I’m sorry – I shouldn’t have said that”.

ASK the AUDIENCE: What phrases or words did Actor #1 use to “take back” the hurtful words? (use visual map for help)
How did Actor #2 choose to handle his/her hurt feelings? (use T-chart visual for help)

ROLE PLAY # 2
Handling Hurt Feelings

Skill to Practice: Students will be able to practice social language displaying remorse for saying hurtful words to another person
Students will be able to practice handling hurt feelings themselves by choosing a self-comforting strategy and using pro-social language/behaviors to advocate for themselves and their feelings.

Scene (*read by Director*): Two kids are playing kickball on the playground. Actor #1 kicks the ball, but not very far. Actor #2 hurts #1's feelings.

Actor #1 (*Assisted by Coach #1*): *(Pretend to kick a kick ball, but it does not go very far. Show a disappointed look on your face)*

Actor #2 (*Assisted by Coach #2*): *Oh man.....you never kick it very well!!!*

Actor #1 (*Assisted by Coach #1*): *Did you hear what he said to me? I hate kickball...*

Actor #3 (*Assisted by Coach #1*): *Yeah – forget about it . Remember how good you are at batting in baseball!*

Actor #2 (*Assisted by Coach #2*): *Say, “I’m sorry – I was wrong to say that to you earlier”*

ASK the AUDIENCE: What phrases or words did Actor #1 use to “take back” the hurtful words? (use visual map for help)
How did Actor #2 choose to handle his/her hurt feelings? (use T-chart visual for help)

ROLE PLAY # 3
Handling Hurt Feelings

Skill to Practice: Students will be able to practice social language displaying remorse for saying hurtful words to another person
Students will be able to practice handling hurt feelings themselves by choosing a self-comforting strategy and using pro-social language/behaviors to advocate for themselves and their feelings.

Scene (*read by Director*): Two kids are practicing their names in cursive handwriting

Actor #1 (*Assisted by Coach #1*): Pretend to practice cursive writing

Actor #2 (*Assisted by Coach #2*): Pretend to look at Actor #1's writing. Say, "You aren't very good at your capital S's"

Actor #1 (*Assisted by Coach #1*): We are all working on making our S's better – that's what practice means.

Actor #2 (*Assisted by Coach #2*): "I'm sorry – that was mean to say. I take it back"

ASK the AUDIENCE: What phrases or words did Actor #1 use to "take back" the hurtful words? (use visual map for help)
How did Actor #2 choose to handle his/her hurt feelings? (use T-chart visual for help)

ROLE PLAY # 4
Handling Hurt Feelings

Skill to Practice: Students will be able to practice social language displaying remorse for saying hurtful words to another person
Students will be able to practice handling hurt feelings themselves by choosing a self-comforting strategy and using pro-social language/behaviors to advocate for themselves and their feelings.

Scene (*read by Director*): Kids are shooting basketball hoops on the playground. Actor #1 wants to join the group of kids

Actor #1 (*Assisted by Coach #1*): Pretend to hold a basketball. “ Can I shoot too?”

Actor #2 (*Assisted by Coach #2*): No – not today – we’re trying to really win this game – you aren’t the best shooter

Actor #1 (*Assisted by Coach #1*): You aren’t the king of basketball – I’ll just join the other team.

Actor #3 (*Assisted by Coach #1*): Come on – you’re on our team

Actor #2 (*Assisted by Coach #2*): Look at Actor #1 and Say, “I’m sorry – I didn’t mean it”

ASK the AUDIENCE: What phrases or words did Actor #1 use to “take back” the hurtful words? (use visual map for help)
How did Actor #2 choose to handle his/her hurt feelings? (use T-chart visual for help)

Created by: Jill D. Kuzma, 3/07

Created by J. Kuzma 3/05