

## be nice.: 1st Lesson

### Objectives:

1. Students will describe how it felt to be a "Blue" and a "One".
2. Students will brainstorm examples of how to **notice**, **invite**, **challenge** and **empower**.
3. Students will create flags that show things that are special about them.

### Common Core Standards:

- CCSS.ELA-LITERACY.RL.3.3 - Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

### Materials:

1. *One* by Kathryn Otoshi
2. 1 flag per student - (cut and hole punch) (example available at [beniceonline.com](http://beniceonline.com))
3. String or yarn
4. be nice. Poster
5. Coloring pages (available at [beniceonline.com](http://beniceonline.com))
6. Crayons or markers

### Motivation: (5 min.)

Ask students for some examples of what they think it means to be nice. Ask students to raise their hands if they think it is important to be nice. Challenge students by asking: "Why do you think it is important?" i.e. so they don't get in trouble, so they can have friends, its the right thing to do. Explain that today we are going to be discussing what it means to be nice., and why it's important.

### Development: (20 min.)

Read *One*. Discuss the following questions either during or at the end of the book:

- How did Blue feel? (sad, weak, empty, bad).
  - Have you ever felt that way? (yes)
  - How did that make you feel? (bad, sad, lonely...)
  - How did One feel? (special, good, explain the word confident "you believe in yourself")

- Have you ever felt like a One? Has anyone ever said that you were special, or that they liked you? (yes)
  - How did that make you feel? (good, special, confident)
- What made the colors change to numbers? How did that happen? (One made them feel brave, now they are numbers too.)
- Talk about how it would look if everyone felt like a one when they came to this class

Explain that when we talk about be nice. it has a special meaning to us.

- **n** means to **notice**. We need to notice who needs to feel brave, how can we be Ones?
- **i** means to **invite**. Invite others to join us, invite ourselves to make a new friend, be an inviting person (smiling, high fives etc).
- **c** stands for **challenge**. Sometimes being nice is hard. When people are mean to us, or are different from us it can be hard to say something nice or include them in our game.
- **e** means **empower**. That means to give power. We need to give power to Blues and make them feel strong.

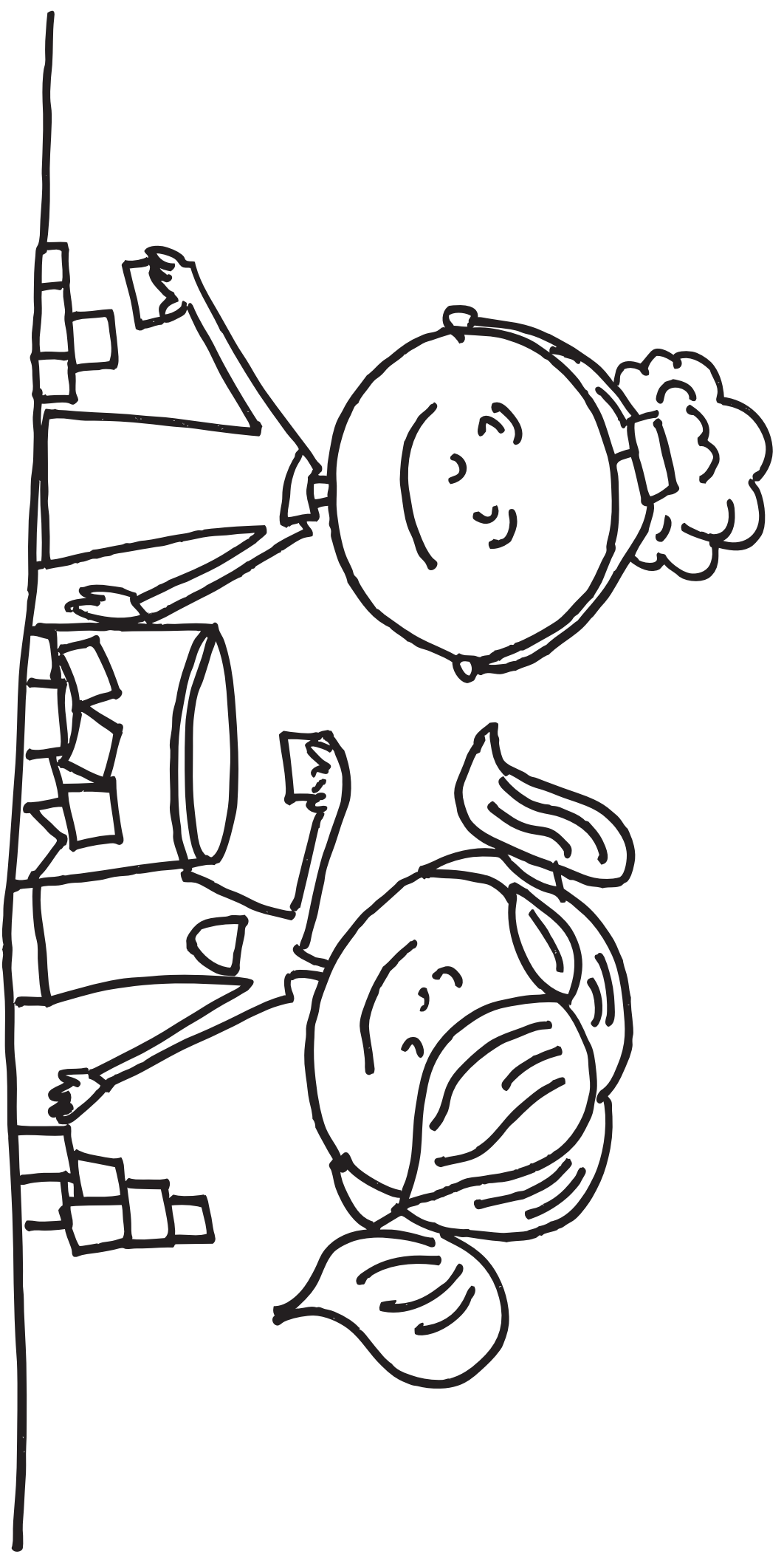
### Closure: (20 min.)

- Show students an example of the blank be nice. flag.
- Discussion: Ask students: “What does a flag represent?” “When we think of the American flag, what does that mean to us?” (ex. freedom, pride, strength).
- Tell students that they will be creating their own flag to represent them.
- Demonstrate activity:
  - Draw a picture of yourself (face or whole body).
  - Around your picture write three things that make you special. (Explain that the flags will show what they are proud of in themselves. Review that if they want to be numbers, rather than colors, they need to believe in themselves, and recognize their value).
- Flag activity:
  - Distribute flags.
  - Have students first draw themselves, then draw or write three things that make them special.
  - When they are done give them a be nice. coloring page while others are completing their flags.
  - String completed flags together for display in the classroom.
- Closing discussion:
  - **notice** all of the flags and the qualities that each of you has to offer.
  - **invite** yourself to see what is different and what is similar in each of you.
  - **challenge** yourself to make sure the flags remain connected.
  - **empower** others to do the same.
- Assembly:
  - Assign 2-3 students to carry the flags and display them at the assembly.

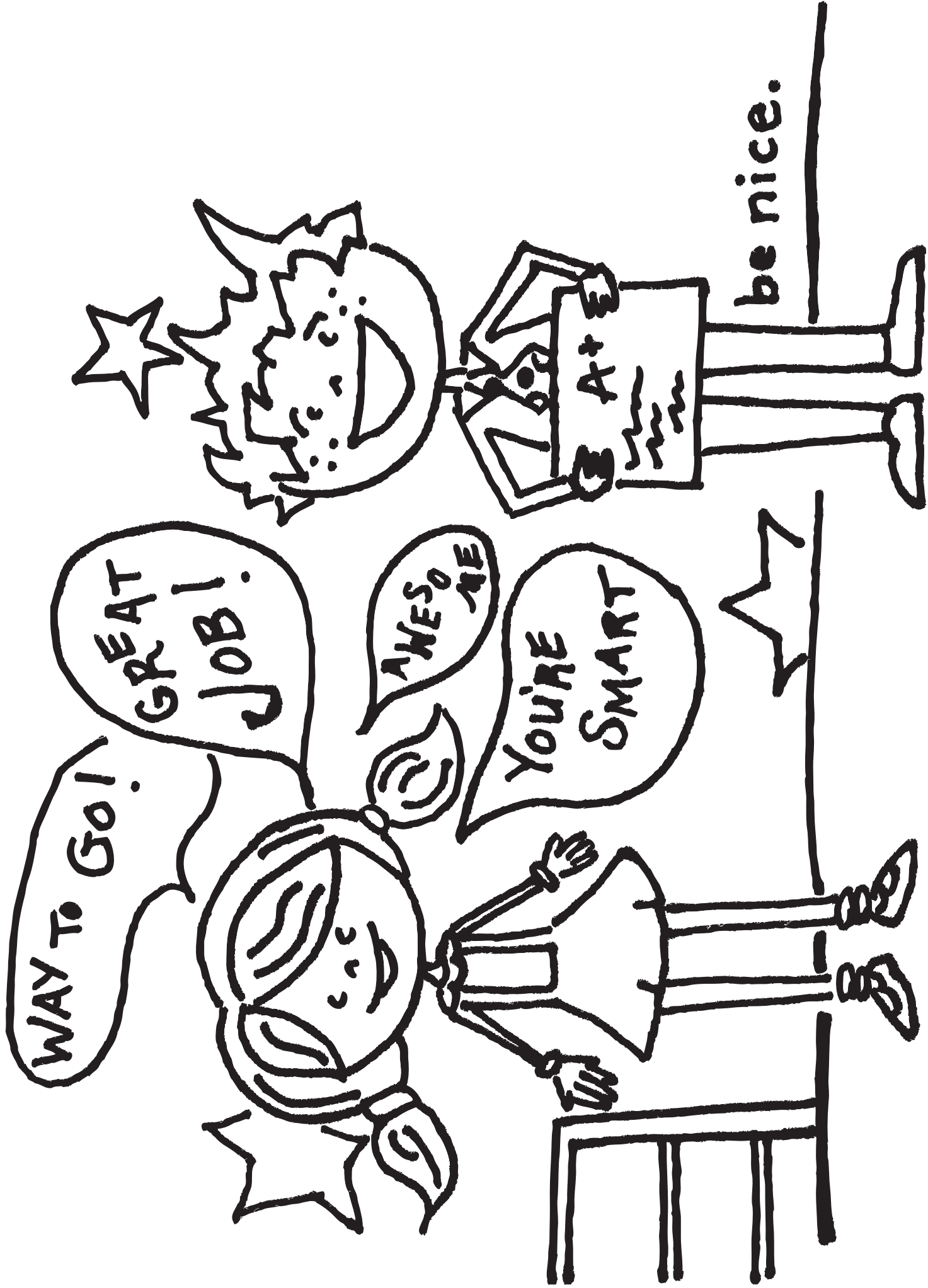


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Be Nice.



WAY TO GO!

GREAT JOB!

AWESOME

YOU'RE SMART

be nice.

A+E  
WEE  
WEE



be nice.