

CHOOSE TO BE NICE[®]

LEARNING ACTIVITY GUIDE - GRADE K

ACCEPTANCE



ALEX THE ACCEPTANCE MOUSE
is always accepting of others' differences.



WHAT'S INSIDE?

- Student-centered activities designed to promote lifelong social and emotional intelligence
- Book recommendations + literacy activities
- Home connections + tips for parents

**CHOOSE
TO BE NICE[®]**



Welcome to the Kindergarten Acceptance Learning Activities!

This month, your school community will be emphasizing the importance of acceptance. Use this Learning Activity Guide to help students understand and embrace acceptance through an engaging video or audio recording, a children’s book, a lesson, discussion questions, extension ideas, bonus materials, and at-home engagement. These fun and student-centered activities are cross-curricular and include opportunities for children to collaborate and work independently, exercise their literacy skills and creativity, and develop social and emotional awareness.

The Choose To Be Nice® school program is a comprehensive and engaging SEL (social and emotional learning) program that focuses on the nine important values of respect, kindness, acceptance, teamwork, honesty, responsibility, friendship, patience, and courage. Schools focus on one value per month, and all program components are designed to foster empathy, kindness, and lifelong values that will help children become resilient and compassionate individuals. All learning activities are aligned with the five core social-emotional learning competencies identified by CASEL (Collaborative for Academic, Social, and Emotional Learning), the nation’s leading organization advancing the development of academic, social, and emotional competence for all students. As students go through the Choose To Be Nice program and learn and practice the Choose To Be Nice values, they are building their skills in the five competencies: self-management, self-awareness, responsible decision making, relationship skills, and social awareness.



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GETTING STARTED

OUR VALUES

Choose To Be Nice promotes its mission with these nine important values:

RESPECT - be polite and show consideration for others and their differences

KINDNESS - be nice and friendly to people wherever you go

ACCEPTANCE - appreciate and recognize people for who they are

TEAMWORK - collaborate and work together with others

HONESTY - be truthful and fair

RESPONSIBILITY - be accountable for your own actions

FRIENDSHIP - be a friendly companion other people want to be around

PATIENCE - be calm and understand that some things take time and endurance

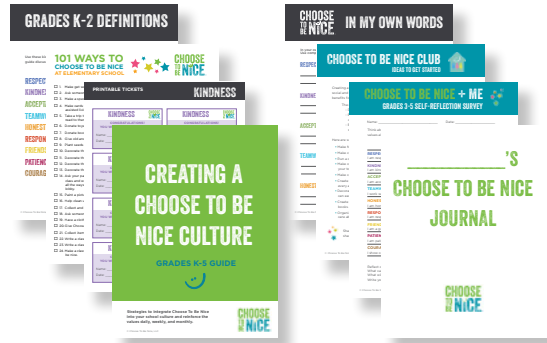
COURAGE - be brave and dare to be nice even when it's hard

GETTING STARTED

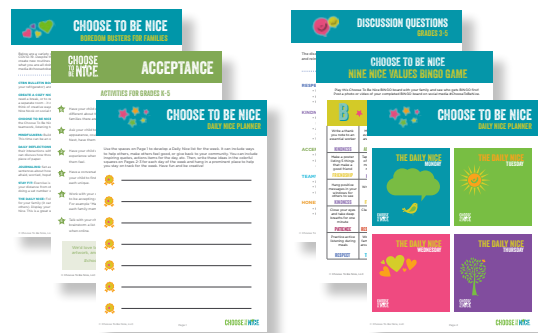
ONLINE RESOURCES

Resources for educators and families are available to download on our website.

Educator Resources Page: The entire Choose To Be Nice curriculum, along with supporting documents, additional student worksheets, at home activity guides, bonus materials, and this guide, are all available on our website on the Educator Resources Page. To access materials visit: www.choosetobenice.com/educator-resources. Use password: **CTBNschool24-25**.



Family Resources Page: Please be sure to direct your families to our online **Family Resources Page**, where we have additional engaging and fun at home activities for families, as well as tips and other resources. Families can access the activities at: www.choosetobenice.com/home-community-resources/.



GETTING STARTED

SUGGESTED SCHEDULE

Here is a suggested schedule to follow for Kindergarten Acceptance Month:

Prior To Week One:

- Send home the Choose To Be Nice At Home Activity Book (Kindergarten Acceptance) available on the Educator Resources Page
- Have books from the suggested book list readily available for your students

Week One:

- Play Alex's video found on the Educator Resources Page
- Practice the Acceptance Chant
- Acceptance Learning Activity: Student Self Portraits

Week Two:

- Have Group Discussions about acceptance

Week Three:

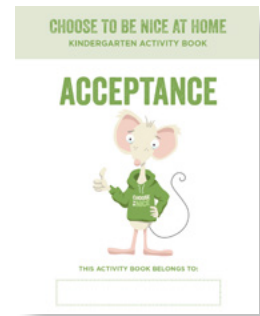
- Have students reflect on and write about acceptance during journal time. Journal covers and pages are available to download from the Educator Resources Page

Week Four:

- Acceptance Extension Activity

CHOOSE TO BE NICE AT HOME ACTIVITY BOOK

Essential to adopting any new behaviors is making sure the learning reaches home. **Choose To Be Nice At Home Activity Books** help to reinforce the Choose To Be Nice values and encourage positive dialogue at home. Each Guide includes a note to parents/guardians, a fun activity, a chant for younger students, discussion questions, a coloring page and a poster. Be sure to send this guide home prior to starting this month's learning activities.



ALEX THE ACCEPTANCE MOUSE VIDEO

In this short video, **Alex the Acceptance Mouse** introduces younger students to the concept of acceptance through everyday examples and builds excitement for additional learning and exploration. The video includes a chant to help kids remember to accept others for who they are and offers a foundation for classroom discussions and activities on acceptance. Be sure to play this video prior to starting this month's learning activities.



ALEX THE ACCEPTANCE MOUSE CHANT

Each Choose To Be Nice value has a chant to help younger students in PreK-2 remember key concepts. Here is Alex the Acceptance Mouse's chant:

Alex is accepting, he's nice to everyone.

All his friends are different, but they still have fun!

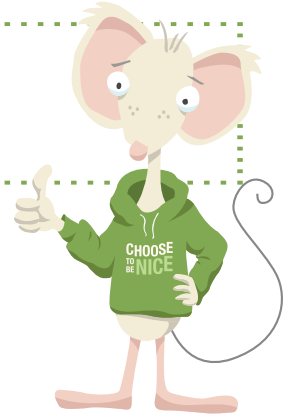
All At Home Activity Guides, videos, and chants are available on our website on the [Educator Resources Page](#). Password is CTBNschool24-25.

ALEX THE ACCEPTANCE MOUSE

is always accepting of others' differences.

BOOK SUGGESTION:

The Crayon Box That Talked, By Shane Derolf

**LEARNING ACTIVITY: Student Self Portraits**

SUBJECT CONNECTIONS: English Language Arts,
Visual Arts, Social Studies

MATERIALS NEEDED:

- Box of markers, paints or crayons representing diverse skin colors
- Other crayons, markers or paints
- Copies of My Self Portrait
- Mirrors (optional)

INSTRUCTIONS: Introduce students to Alex the Acceptance Mouse by playing Alex's video.

Next, pass out copies of the My Self-Portrait handout to students. Explain to students that they will draw their self-portraits. Provide them with a diverse set of markers, paints or crayons that include various skin colors to use when drawing, and mirrors, if possible. Colored markers, crayons or paints should also be made available so they can illustrate individual eye color, hair color, etc.

Once students are done creating their self-portraits, hang them up in the front of the room for everyone to admire.

Ask children what they notice is similar and different among the self-portraits. Explain that it's important to **accept** people for who they are and their differences. Encourage them to use complete sentences.

Next, read the book **The Crayon Box That Talked**. Ask students different questions to prompt conversation: *If you were each given the same crayon to make your self-portrait, how would that make you feel? Would that be a real representation of the class?*

Use with KINDERGARTEN **ACCEPTANCE** activity: Student Self Portraits

MY SELF PORTRAIT

CHOOSE
TO BE NICE

Name: _____

DISCUSSION QUESTIONS (K-2)

Use these questions to engage students in thoughtful discussions about acceptance.

- What would happen if everyone was the same?
- How does your family celebrate birthdays? Holidays? Successes? Discuss how the unique ways of celebrating make each family special.
- What is your favorite family tradition? Why?
- What is something interesting that you learned about someone else?
- What is something interesting about you that others do not know?
- How are you similar to your classmates?
- How are you different from your classmates?
- What makes you special?
- What can you do to celebrate differences?

SOCIAL STORIES (K-2)

Social Stories are fun and engaging short stories that show a Choose To Be Nice value in action. Read the story out loud and use the questions to prompt meaningful discussion.

Story #1: During recess, the students in Ms. Hall’s class wanted to play kickball. Finn and Michael were the captains and took turns picking players for their team. When there were just a few students left, Finn had a hard time picking. Someone on his team told him to pick Rachel because she was good. Finn said, “I don’t want to pick Rachel. She always wears long skirts. There is no way she will be able to kick in and run in that.” Rachel heard what Finn said and frowned. She did not like always wearing long sleeves and skirts, but she had to because of her religious beliefs. She never made anyone feel bad for how they dressed; why did Finn have to say that about her? Finn picked Asia instead. Michael picked Rachel right away and welcomed her to his team. When it was Rachel’s turn to kick, she kicked the ball over the heads of Finn’s teammates. She made it all of the way to second base before they got the ball. Michael and the rest of Rachel’s team cheered.

- *What did Finn do or say that did not show acceptance?*
- *Who showed acceptance in this story?*
- *What could Finn have done differently?*
- *What if Rachel did not have such a great kick? Would Finn have been right? Why or why not?*

Story #2: Antwan hated group projects. Reading was hard for him, and it was harder to hide it when he was working on a project with his classmates. Unfortunately, Mr. Howard loved having his students work in small groups to complete projects. Usually Antwan did something to get into trouble so that he would be sent to the principal's office during group work time. Today's project was to read an article about an animal and create a poster to show important facts about that animal. Khalil was one of Antwan's group members. Before Antwan could think about what he was going to do to get out of this project, Khalil said, "Antwan, I am not that great at drawing. If I read the article for us, can you draw a picture of a tiger for our poster?" Antwan's face lit up! He loved to draw, and tigers were his favorite animals. Antwan said, "YES!" and they began to work.

- *How do you think Khalil felt about admitting that he had a difficult time with drawing?*
- *How did Antwan show acceptance of Khalil?*
- *Have you ever had a similar experience where you either helped someone or they helped you?*

EXTENSION IDEAS

Use these Extension Ideas to extend and reinforce the learning anytime throughout the month and year.

- Have students add to their self-portraits by drawing their bodies wearing different clothing, doing their favorite activity, or holding their favorite object.
- Display the class self-portraits in the hallway.
- Have students make sentences using vocabulary describing similarities and opposites (e.g., round/flat, big/small, cold/warm, dark/light, night/day, etc.)
- Have students write in their CTBN Journal about acceptance using this sentence starter: "Acceptance is important because..."

ADDITIONAL BOOKS LIST - ACCEPTANCE (K-2)

Use these additional books to reinforce the concept of acceptance.

Tacky the Penguin, By Helen Lester

Oliver Button is a Sissy, By Tomie dePaola

Whoever You Are, By Mem Fox

Last Stop on Market Street, By Matt de la Pena

Looking Like Me, By Walter Dean Myers

Chrysanthemum, By Kevin Henkes

The Story of Ruby Bridges, By Robert Coles

All Are Welcome, By Alexandra Penfold

BONUS MATERIALS

Award Certificates: Choose To Be Nice Award Certificates are a great way to promote a positive school culture and reinforce the Choose To Be Nice value of the month. Use the Acceptance Award Certificate to recognize those students for consistently showing kindness to others and accepting their friends and peers for who they are.



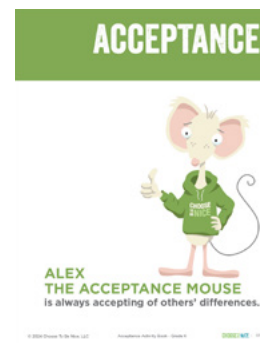
Reward Tickets: Keep a stack of Acceptance Tickets handy. When you observe a student showing acceptance through actions, words, or interactions, award them a ticket. Empowering students to award these tickets to their peers is a great way to encourage them to recognize and value accepting behavior in different situations. Consider setting up a system where tickets can be exchanged for small rewards or privileges.



Coloring Page: Students can use coloring pages during quiet time. Display completed pages around the classroom to celebrate students' understanding and commitment to acceptance.



Poster: Hang the poster in your classroom as a visual reminder of the importance of acceptance. Use the poster to spark meaningful discussions about acceptance.





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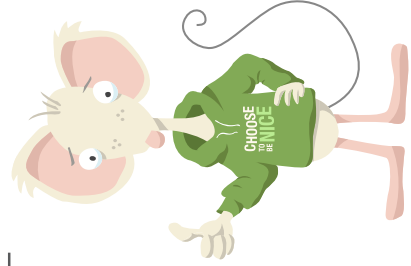


ACCEPTANCE AWARD

This award is being presented to

*for appreciating and recognizing
others for who they are.*

Keep up the good work!!



ACCEPTANCE



CONGRATULATIONS! YOU WERE
CAUGHT SHOWING ACCEPTANCE

Name: _____

Date: _____



ACCEPTANCE



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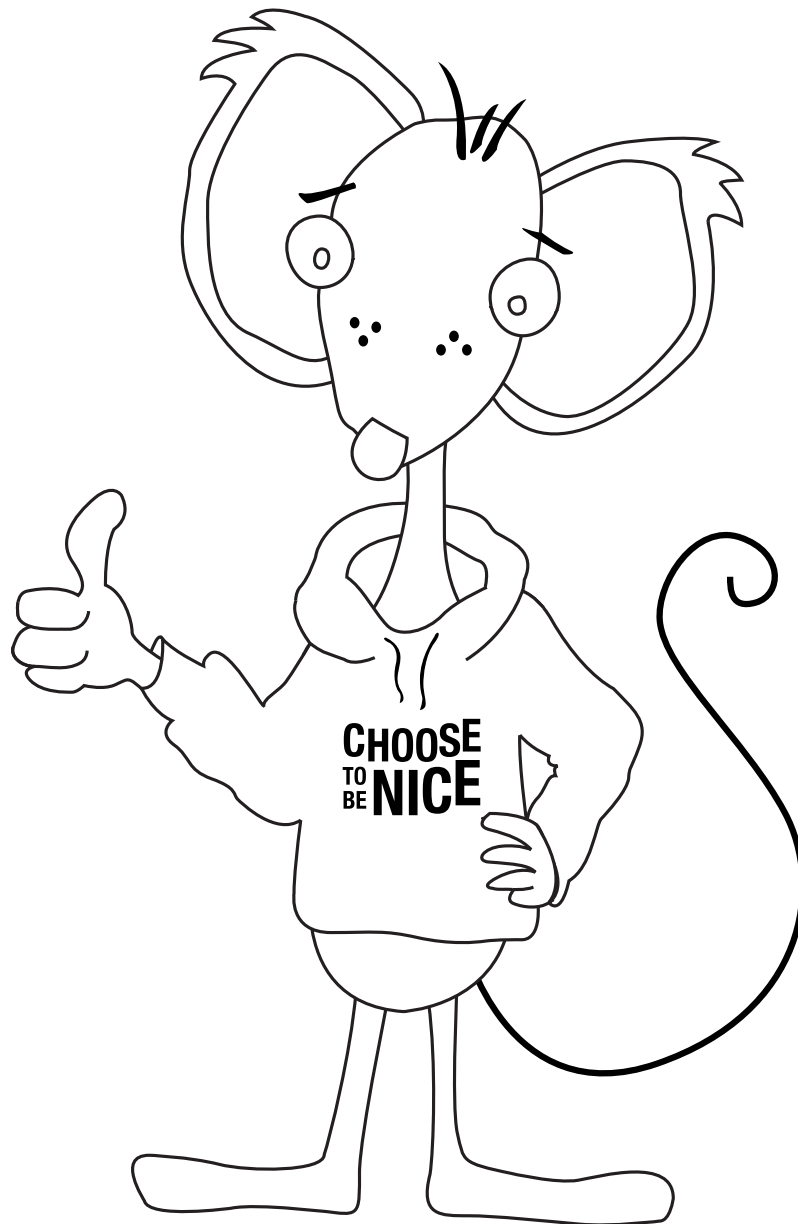
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