

# NINE NICE MICE<sup>®</sup>

## K-2 LEARNING ACTIVITY GUIDE

2023-2024 SCHOOL YEAR



**RYAN THE  
RESPECTFUL MOUSE**



**KIERA THE  
KINDNESS MOUSE**



**ALEX THE  
ACCEPTANCE MOUSE**



**TYLER THE  
TEAMWORK MOUSE**



**HANNAH THE  
HONESTY MOUSE**



**RILEY THE  
RESPONSIBLE MOUSE**



**FELIPE THE  
FRIENDSHIP MOUSE**



**PRIYA THE  
PATIENT MOUSE**



**CAMERON THE  
COURAGEOUS MOUSE**

### 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<sup>®</sup>**



Dear Educator,

Welcome to the Choose To Be Nice community! I am thrilled that you have chosen to use the **K-2 Nine Nice Mice Learning Activity Guide** with your students.

This guide will help children learn about what it means to **Choose To Be Nice** through the **Nine Nice Mice**<sup>®</sup> and activities that teach about the nine values that are important to them. Children will learn about, and have opportunities to practice, **respect, kindness, acceptance, teamwork, honesty, responsibility, friendship, patience, and courage.**

These fun, student-centered activities are designed to foster empathy, kindness, and lifelong values that will help children become resilient and compassionate individuals. Not only that, but the activities will help you and your students build literacy and other subject-specific skills, making it easy to fit into your daily curriculum.

I hope you and your students have fun learning about these important values through the **Nine Nice Mice**<sup>®</sup>. By holding these values close to their hearts and keeping them in mind when making daily decisions, your students will be “Choosing To Be Nice”!

Your Friend,

**Dina Creiger**

Founder, Choose To Be Nice



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- Make the Choose To Be Nice Promise Form
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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



For kid-friendly definitions of each of the nine Choose To Be Nice Values, visit the online Educator Resources Page.



# GETTING STARTED

## INSIDE THIS GUIDE

**SUGGESTED SCHEDULE:** This program is designed to be taught over a nine-month period, but please feel free to adapt it to meet your needs. See our suggested schedule on page 9.

**BOOK LIST:** This guide includes a list of recommended books aligned to each Choose To Be Nice value for each grade level (pages 10-11).

**DISCUSSION QUESTIONS:** To continue the conversation beyond the activities, discussion questions for each of the nine Choose To Be Nice values can be found on pages 12-13. These can be used at any time of the year to spark classroom discussions or prompt writing activities.

**CHOOSE TO BE NICE CHANTS:** Each value has a Choose To Be Nice Chant to help students remember key concepts. A complete list of each chant is on pages 14-15.

**LEARNING ACTIVITIES:** There are nine learning activities for each grade level (one for each of the Choose To Be Nice values). Activities are student-centered, inquiry-led, involve independent and collaborative learning, and focus on building the important and lifelong skills of social and emotional intelligence and self-awareness. The 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.

### Each learning activity includes:

- **Book suggestion:** All learning activities use a different children's book to introduce and teach about the focus of the lesson.

# GETTING STARTED

- **Subject Connections:** Subject connections vary from activity to activity but include Visual Arts, Social Studies, Physical Education, and Science. Collaborating with your fellow teachers is encouraged!
- **Timing:** Each activity on average should take anywhere from 40 to 60 minutes.
- **Materials Needed:** Activities use materials that most teachers have on hand.
- **Extension Ideas:** These extra activities extend the learning and can be conducted any time throughout the year.
- **CTBN At Home:** Essential to adopting any new behaviors is to make sure the learning reaches home. Each activity includes a reminder to send home the Choose To Be Nice At Home Activity Book corresponding to that month's value. See next page for more detailed information on these activity books.

**APPENDIX:** The appendix can be found at the end of this guide starting on page 75.

**The appendix includes:**

- **Reproducible Handouts** to use in conjunction with specific lessons.
- **Choose To Be Nice Value Awards** for each CTBN value that you can hand out to students throughout the year.
- **Make the Choose To Be Nice Promise Form**
- **Letter to Parents + Guardians**
- **Common Core State Standards** alignment chart for English Language Arts

**ONLINE RESOURCES:** Resources for educators and families are available to download on our website.

**Educator Resources Page:** Don't forget to visit our online **Educator Resources Page** (ERP) throughout the year. From the ERP, you can download the entire curriculum, supporting documents, additional student worksheets, at home activity guides, as well as bonus materials. To access materials visit: [www.choosetobenic.com/educator-resources](http://www.choosetobenic.com/educator-resources) Use password: **CTBNSchool23-24**.

**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 meant for families. We will be updating this page throughout the year. Families can access the activities as well as sign up for updates via our family newsletter at: [www.choosetobenic.com/home-community-resources/](http://www.choosetobenic.com/home-community-resources/).

# GETTING STARTED

## CHOOSE TO BE NICE AT HOME ACTIVITY BOOKS

The **Choose To Be Nice At Home Activity Books** help to reinforce the Choose To Be Nice values and encourage positive dialogue at home. Activity Books for each value are available for download online on the Educator Resources Page.

Each Activity Book includes the following:

- An **intro letter** to parents/guardians.
- An **activity** to help reinforce that month's value at home.
- The **chant** that we say together at school.
- A **coloring page** of the Nice Mouse for the value.
- A **picture** of the Nice Mouse for the value.



### Important note to educators:

Prior to the month that you will be focusing on a Choose To Be Nice value, please share the corresponding Choose To Be Nice At Home Activity Book with families. You can print them out from the Educator Resources Page and send a physical copy home with students and/or share a download link with parents via email or your classroom/school website.

## NINE NICE MICE VIDEOS

These videos are a great way for your students to meet the Nine Nice Mice and build excitement for additional learning and exploration. Visit the Educator Resources Page to view each video.



# GETTING STARTED

## NEW FOR 2023-2024!

### NINE NICE MICE PODCAST

This year we're excited to introduce short audio recordings for each of the Choose To Be Nice Values featuring voices of the Nine Nice Mice. Similar to the videos, these recordings are another great way to build excitement for additional learning and exploration. Visit the Educator Resources Page to listen.

### RECORDED TRAINING WEBINARS

Visit the Resources Page on our website for our new training webinar. You'll listen to an overview of the PreK-8 School Program, hear from the Nine Nice Mice and Nine Nice Kids and receive tips for a successful implementation.

### LIVE TRAINING WEBINARS

We will also be hosting LIVE webinars during back-to-school so your teachers can ask questions and share ideas. Stay tuned as we will be sharing more information about those webinars via email.

# GETTING STARTED

## SUGGESTED SCHEDULE

This program is designed to be taught over a nine-month period, but please feel free to adapt it to meet your needs.

Use the suggested schedule below for guidance:

<b>OCTOBER</b>	<b>RESPECT</b>
<b>NOVEMBER</b>	<b>KINDNESS</b>
<b>DECEMBER</b>	<b>ACCEPTANCE</b>
<b>JANUARY</b>	<b>TEAMWORK</b>
<b>FEBRUARY</b>	<b>HONESTY</b>
<b>MARCH</b>	<b>RESPONSIBILITY</b>
<b>APRIL</b>	<b>FRIENDSHIP</b>
<b>MAY</b>	<b>PATIENCE</b>
<b>JUNE</b>	<b>COURAGE</b>

Here are our tips for incorporating Choose To Be Nice into your existing curriculum:

- As each school has different calendars, take a look at the lessons ahead of time and make a plan that works for you.
- We suggest setting aside one class a week for Choose To Be Nice. For example, you could end each week with “Choose To Be Nice Friday” and follow the monthly sample schedule below:

**Prior To Week One:** Send home the Choose To Be Nice At Home Activity Book for Respect

**Week One:** Introduce students to Ryan the Respectful Mouse by playing Ryan’s Video, saying the Respect Chant, and doing the Respect Learning Activity

**Week Two:** Respect Extension Activity

**Week Three:** Choose To Be Nice Chat about respect (See Creating a Choose To Be Nice Culture Guide for more information about Choose To Be Nice Chats)

**Week Four:** Choose To Be Nice Journal time to write and reflect about respect (See Creating a Choose To Be Nice Culture Guide for more information about Choose To Be Nice Journals)

- If students finish the learning activity early, use the extension activities provided or give students time to read books from the Choose To Be Nice book list.

# GETTING STARTED

## NINE NICE MICE® BOOK LIST

Each learning activity for each grade includes a unique book suggestion. This list has been selected to introduce the nine values for each age group. Book suggestions are likely to be found in your school or local library, and are available on amazon.com. If you have trouble finding a book from the list below, please contact us at [orders@choosetobenice.com](mailto:orders@choosetobenice.com) and we can help you.

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### RESPECT

- (K) **Goldilocks and the Three Bears**, By Mara Alperin
- (1) **Officer Buckle and Gloria**, By Peggy Rathmann
- (2) **Thank You, Mr. Falker**, By Patricia Polacco

### KINDNESS

- (K) **The Kindness Quilt**, By Nancy Wallace
- (1) **Kindness Is Cooler, Mrs. Ruler**, By Margery Cuyler & Sachiko Yoshikawa
- (2) **How Full is Your Bucket? For Kids**, By Tom Rath

### ACCEPTANCE

- (K) **The Crayon Box That Talked**, By Shane Derolf
- (1) **It's Ok To Be Different**, By Todd Parr
- (2) **The Recess Queen**, By Alexi O'Neill

### TEAMWORK

- (K) **Camille's Team**, By Stuart J. Murphy
- (1) **Up the Creek**, By Nicholas Oldland
- (2) **The Biggest Pumpkin Ever**, By Steven Kroll

### HONESTY

- (K) **The Berenstain Bears and The Truth**, By Stan and Jan Berenstain
- (1) **The Empty Pot**, By Demi
- (2) **Ruthie And The (Not So) Teeny Tiny Lie**, By Laura Rankin

# GETTING STARTED

## RESPONSIBILITY

- (K) **Katy And The Big Snow**, By Virginia Lee Burton
- (1) **Can I Keep Him?** By Steven Kellog
- (2) **Three Bears In A Boat**, By David Soman

## FRIENDSHIP

- (K) **The Rainbow Fish**, By Marcus Pfister
- (1) **Chester's Way**, By Kevin Henkes
- (2) **Days With Frog And Toad**, By Arnold Lobel

## PATIENCE

- (K) **Leo The Late Bloomer**, By Robert Kraus
- (1) **The Carrot Seed**, By Ruth Krauss
- (2) **Henry The Impatient Heron**, By Donna Love

## COURAGE

- (K) **Sheila Rae, The Brave**, By Kevin Henkes
- (1) **Courage**, By Bernard Waber
- (2) **The Story Of Ruby Bridges**, By Robert Coles



For more book suggestions visit our online Educator Resources Page.

Have more book suggestions? Let us know by sending them to [educators@choosetobenice.com](mailto:educators@choosetobenice.com).



# GETTING STARTED

## DISCUSSION QUESTIONS

The discussion questions in this list have been selected to continue conversations about the nine Choose To Be Nice values beyond the activities and to reinforce the values throughout the year.

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### RESPECT

- What does respect look like? Sound like? Feel like?
- How can you be respectful to your classmates?

### KINDNESS

- What can you do to be kind to others?
- How does it feel when people are kind to you?
- How can you show kindness to others online?

### ACCEPTANCE

- 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?

### TEAMWORK

- Why is teamwork important?
- When do you show teamwork at school?
- What can you do to be a good teammate?

### HONESTY

- What does honesty mean?
- What does dishonesty mean?
- How can you be honest at school?
- How can you be honest at home?

# GETTING STARTED

## RESPONSIBILITY

- What are some of your responsibilities?
- How can you show responsibility at school? At home?

## FRIENDSHIP

- What makes a good friend?
- How do good friends make you feel?
- How are you a good friend?
- What is your favorite thing to do with a friend? Why?

## PATIENCE

- What does it mean to be patient?
- Share a time that you had to be patient. How did you handle it?

## COURAGE

- What does it mean to have courage?
- Who shows courage in your community?
- What can you do to be more courageous?



# GETTING STARTED

## CHOOSE TO BE NICE CHANTS

The chants below have been created to help students remember each of the Nine Nice Mice and the Choose To Be Nice values that they represent. Use the chants with the learning activities and throughout the day to remind children of each value.

### RESPECT

Use manners, be polite.

Ryan says please and thank you

With all of his might.

### KINDNESS

Give a hand, give your heart

Be like Kiera and do your part!

### ACCEPTANCE

Alex is accepting, he's nice to everyone.

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

### TEAMWORK

Work together, play together, be part of our team.

Tyler says, "It's not as hard as it seems!"

# GETTING STARTED

## HONESTY

Tell the truth and play fair!  
Just follow Hannah, she always cares.

## RESPONSIBILITY

Help others and get the job done.  
Riley does and she has loads of fun.

## FRIENDSHIP

Share a smile, say hello  
Felipe is friendly wherever he goes!

## PATIENCE

Waiting isn't easy, but it will all be fine.  
Pria is patient because she knows good things take time.

## COURAGE

Have courage, be brave and be kind.  
Cameron does it all of the time!

# MEET THE NINE NICE MICE<sup>®</sup>

- 1. RYAN THE RESPECTFUL MOUSE**  
is always polite.
- 2. KIERA THE KINDNESS MOUSE**  
spreads kindness wherever she goes.
- 3. ALEX THE ACCEPTANCE MOUSE**  
is always accepting of others' differences.
- 4. TYLER THE TEAMWORK MOUSE**  
remembers that working together is very important.
- 5. HANNAH THE HONESTY MOUSE**  
is always truthful.
- 6. RILEY THE RESPONSIBLE MOUSE**  
is accountable for her own actions.
- 7. FELIPE THE FRIENDSHIP MOUSE**  
remembers that the friendlier he is the more fun he has.
- 8. PRIA THE PATIENT MOUSE**  
remembers that by having patience she can accomplish anything.
- 9. CAMERON THE COURAGEOUS MOUSE**  
always chooses to be nice, even in the most difficult situations.

# RESPECT



**RYAN**  
**THE RESPECTFUL MOUSE**  
is always polite.

# KINDNESS



**KIERA**  
**THE KINDNESS MOUSE**  
spreads kindness wherever she goes.



# ACCEPTANCE



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

# TEAMWORK



**TYLER**  
**THE TEAMWORK MOUSE**  
remembers that working together  
is very important.

# HONESTY



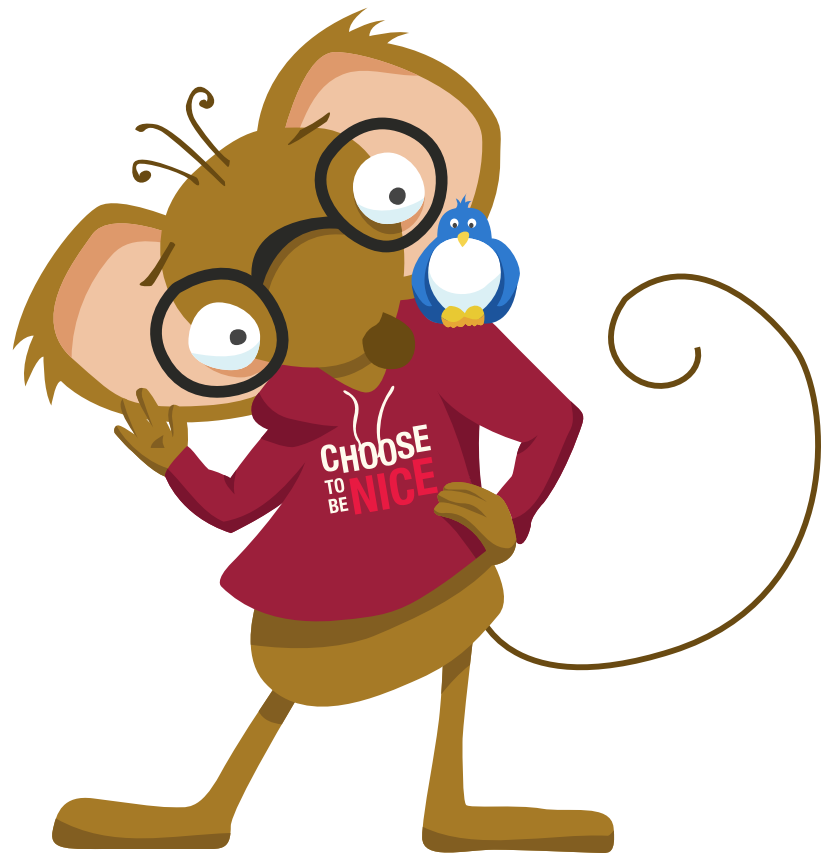
**HANNAH**  
**THE HONESTY MOUSE**  
is always truthful.

# RESPONSIBILITY



**RILEY**  
**THE RESPONSIBLE MOUSE**  
is accountable for her own actions.

# FRIENDSHIP



**FELIPE**  
**THE FRIENDSHIP MOUSE**  
remembers that the friendlier he is  
the more fun he has.

# PATIENCE



## **PRIA** **THE PATIENT MOUSE**

remembers that by having patience she can accomplish anything.

# COURAGE



**CAMERON**  
**THE COURAGEOUS MOUSE**  
always chooses to be nice, even in  
the most difficult situations.



# KINDERGARTEN

## LEARNING ACTIVITIES



Kindergarteners will learn about the Nine Nice Mice® and their values through nine student-centered learning activities. Each activity features a book suggestion to help children understand the value. Activities are cross-curricular and include opportunities for children to collaborate and work independently, exercise their literacy skills and creativity, while developing social and emotional awareness. Activities will take approximately 40-60 minutes to complete. Ideas to extend the learning beyond the activity and at home are included.

**RESPECT:** What Does Respect Look and Sound Like?

**KINDNESS:** Kindness Quilt

**ACCEPTANCE:** Student Self Portraits

**TEAMWORK:** Keep the Beach Balls Up!

**HONESTY:** Honesty Scenario Discussions

**RESPONSIBILITY:** Responsibility Posters

**FRIENDSHIP:** Giant Class Rainbow Fish

**PATIENCE:** Count to Ten

**COURAGE:** I am Brave

# RYAN THE RESPECTFUL MOUSE

## is always polite.

**BOOK SUGGESTION:** *Goldilocks and the Three Bears*, By Mara Alperin



**LEARNING ACTIVITY:** What Does Respect Look and Sound Like?

**SUBJECT CONNECTIONS:** English Language Arts, Visual Arts

### MATERIALS NEEDED:

- Chart paper
- Choose To Be Nice Stickers
- Copies of This is What Respect Looks Like  
(see Reproducible 1 on page 76)

**INSTRUCTIONS:** Introduce students to Ryan the Respectful Mouse by playing Ryan’s video.

Next, read **Goldilocks and the Three Bears** together.

After reading, have students sit in a circle. First ask: *What does respect mean?* Next invite children to brainstorm what **respect** looks like (e.g., looking at someone when talking to them, sharing, listening when someone is talking, patiently waiting to take a turn) and what it sounds like (e.g., using manners, talking with a calm voice). Record their ideas on chart paper in two columns.

Give students their own This is What Respect Looks Like handout and invite them to draw what respect looks like to them. When students are done drawing, have them share what they created with the group.

Next, display their handouts next to the chart paper to serve as a reminder to students for the entire month or school year. Explain to students that you will be looking for them to demonstrate different ways of being respectful, and if they’re spotted being respectful they will receive a Choose To Be Nice sticker.

## CTBN AT HOME

**Reminder!** Don’t forget to send home the Choose To Be Nice At Home Activity Book for Respect, which can be found on the Educator Resources Page at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources).

## **LEARNING ACTIVITY: What Does Respect Look and Sound Like? (Continued)**

### **EXTENSION IDEAS:**

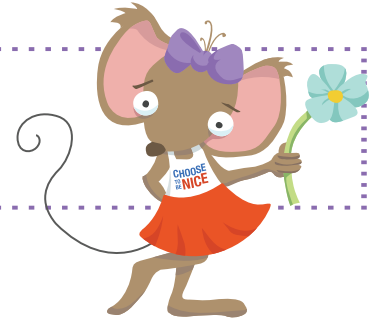
- Collaborate with the music or performing arts teacher to have children come up with a chant, song, or dance to show what respect sounds and looks like.
- During the week have students count and add the ways they have seen people being respectful. Each time a new idea is suggested, add it to the chart. Encourage students to share using complete sentences (who, what, when, where).
- Continue awarding stickers throughout the month or the entire school year. Recognize those students who receive 5, 10, 15, 20...stickers with the Respect Award (see Reproducible on pg 100).
- Have students write in their CTBN Journal about respect using this sentence starter: "Respect is important because..."

# KIERA THE KINDNESS MOUSE

## spreads kindness wherever she goes.

### BOOK SUGGESTION:

**The Kindness Quilt**, By Nancy Wallace



### LEARNING ACTIVITY: Kindness Quilt

### SUBJECT CONNECTIONS: English Language Arts, Visual Arts

#### MATERIALS NEEDED:

- Copies of My Kindness Quilt Square (see Reproducible 2 on page 77)
- Crayons
- Tape
- Safety Scissors

**INSTRUCTIONS:** Introduce students to Kiera the Kindness Mouse by playing Kiera's video.

Next, read **The Kindness Quilt** together.

After reading, explain to the class that they will create a class **kindness** quilt. Distribute copies of the My Kindness Quilt Square worksheet to each student. Hand out crayons and ask students to illustrate an act of kindness that they've done. Depending on a student's writing skills, they can also write a sentence on the square describing their picture.

When students are done with their square, distribute safety scissors and ask students to cut out their squares.

Students will then share their quilt square with peers in a group setting such as morning meeting or show and tell. Tape the squares together to make the class kindness quilt.

The quilt can then be hung up to share with the school community and serve as a reminder that the class kindness quilt is representative of the class Choosing To Be Nice.

## CTBN AT HOME

**Reminder!** Don't forget to send home the Choose To Be Nice At Home Activity Book for Kindness, which can be found on the Educator Resources Page at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)

**LEARNING ACTIVITY: Kindness Quilt (continued)****EXTENSION IDEAS:**

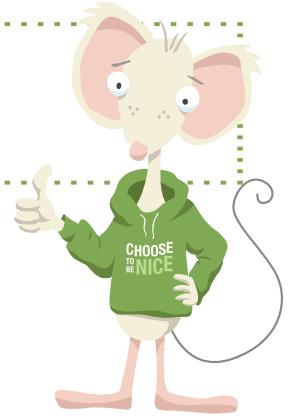
- Collaborate and grow the class kindness quilt by inviting members of the school community to contribute. Display the growing quilt on a large wall in the school lobby or auditorium.
- Participate in a Kindness Quilt exchange and send a completed quilt to another school in another state or country.
- Grow student vocabulary by asking students to describe how kindness makes them feel using new adjectives.
- Have students write in their Choose To Be Nice Journal about kindness using this sentence starter: “Kindness makes me feel...”

# 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 (see Reproducible 3 on page 78)
- 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?*

## CTBN AT HOME

**Reminder!** Don't forget to send home the Choose To Be Nice At Home Activity Book for Acceptance, which can be found on the Educator Resources Page at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)

**LEARNING ACTIVITY: Student Self Portraits (continued)****EXTENSION IDEAS**

- Have students add to their self-portraits by drawing their bodies wearing different clothing and 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...”



# TYLER THE TEAMWORK MOUSE

remembers that working together is very important.



## BOOK SUGGESTION:

**Camille's Team**, By Stuart J. Murphy

**LEARNING ACTIVITY:** Keep The Beach Balls Up!

**SUBJECT CONNECTIONS:** English Language Arts, Physical Education, Visual Arts

## MATERIALS NEEDED:

- 1-3 beach balls
- Copies of My Team (see Reproducible 4 on page 79)

**INSTRUCTIONS:** Introduce students to Tyler the Teamwork Mouse by playing Tyler's video.

Next play "Keep The Beach Balls Up." Explain to students that the purpose of the game is for them to work together as a team and help each other keep all of the beach balls in the air without them touching the ground.

To reinforce the concept of **teamwork**, it is important to have a discussion after the game about what they had to do together to work as a team (communicate, share, take turns, watch what others around them are doing, etc.). Some questions that would be appropriate to ask are: *What worked well? What was challenging? What would you do differently if we played again?*

If time permits, allow students to play a second time and then discuss the two experiences and how the second time was different. Ask: *How did you work together as a team?*

Next read the book **Camille's Team**. Distribute copies of the My Team handout to each student. Invite students to draw their classmates. When students are finished have them share their Team drawings with the class. Explain to students that their class is a team and it's important to work together.

## CTBN AT HOME

**Reminder!** Don't forget to send home the Choose To Be Nice At Home Activity Book for Teamwork, which can be found on the Educator Resources Page at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)

**LEARNING ACTIVITY: Keep The Beach Balls Up! (continued)****EXTENSION IDEAS:**

- Celebrate “Teamwork Tuesdays”! Choose collaborative games and group activities on these days that allow students to practice their teamwork.
- Take a short field trip by walking around the school, block or town. Have children raise their hand and share when they observe teamwork. Students can draw pictures of different examples of teamwork when they get back to class.
- Have students write in their CTBN Journal about teamwork using this sentence starter: “Teamwork is important because...”

# HANNAH THE HONESTY MOUSE

## is always truthful.

**BOOK SUGGESTION:** *The Berenstain Bears and The Truth*,  
By Stan and Jan Berenstain



**LEARNING ACTIVITY:** Honesty Scenario Discussions

**SUBJECT CONNECTIONS:** English Language Arts, Visual Arts

### MATERIALS NEEDED:

- Honesty Scenario cards (see Reproducible 5 on page 80). Create 5-10 cards to use with the activity. Add pictures showing different scenarios displaying honesty or dishonesty (e.g., picture of money on the ground, child copying someone else's work, breaking something by accident, eating a piece of candy on someone's desk, an older teen or adult telling a child not to say anything after the child saw them doing something dishonest, etc.)

**INSTRUCTIONS:** Introduce students to Hannah the Honesty Mouse by playing Hannah's video.

Next, read *The Berenstain Bears and The Truth* together.

After reading the book, ask students who in the book was **honest** and who was dishonest, and describe why and what they think each means. Ask how the other characters felt in the story when there were acts of honesty and when there were acts of dishonesty.

Next, place different scenario cards on the board to spark discussion about honesty.

Questions that can be asked to prompt responses from children are: *Does the picture show honesty or dishonesty? Is the picture showing someone making a good choice? Why? Or is it a bad choice? Why? If the picture shows someone making a not so good choice, what can they do instead?*

Invite children to describe what they see and explain their thought process.

## CTBN AT HOME

**Reminder!** Don't forget to send home the *Choose To Be Nice At Home Activity Book for Honesty*, which can be found on the *Educator Resources Page* at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)

**LEARNING ACTIVITY: Honesty Scenario Discussions (continued)**

It is important to give encouragement to children when they are being honest, and to not shame children who are being dishonest. Being dishonest at this age is typical and comes from a desire to please adults and having an active imagination. If a child is caught being dishonest, describe the scenario together and what they could have done differently and explain why it's important. Provide positive reinforcement to help them change their behavior.

Conclude with a class discussion about why it is important to be honest and tell the truth.

**EXTENSION IDEAS:**

- Have students create their own Honesty Scenario cards.
- Use the Honesty Scenario cards to practice sequencing “before and after”.
- Have students write in their CTBN Journal about honesty using this sentence starter: “Being honest is important because...”

## RILEY THE RESPONSIBLE MOUSE is accountable for her own actions.

### BOOK SUGGESTION:

**Katy And The Big Snow**, By Virginia Lee Burton

**LEARNING ACTIVITY:** Responsibility Posters

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



### MATERIALS NEEDED:

- Chart paper
- Copies of Choose To Be Responsible Posters (see Reproducible 6 on page 81)
- Crayons and markers for posters
- Tape

**INSTRUCTIONS:** Introduce students to Riley the Responsible Mouse by playing Riley’s video.

Next, read **Katy And The Big Snow** together.

After reading, ask children to share the different ways they can choose to be **responsible** at school (e.g., clean up trash in the cafeteria, recycle paper in the classroom, return books to the library, walk safely in the hallways, etc.). Document student ideas on chart paper.

Next, distribute copies of the Choose To Be Responsible Posters handout and invite students to make posters of their ideas to display around school in appropriate places. For example, a poster outside the library might show a picture of a child returning a book. If they are able, have them write a sentence describing the action, otherwise, you can label posters for others to read (e.g., “Be responsible by returning your book”).

After the posters are completed, have students share their posters with the group. Next, the class can go on a walk around school to hang them up.

### CTBN AT HOME

**Reminder!** Don’t forget to send home the Choose To Be Nice At Home Activity Book for Responsibility, which can be found on the Educator Resources Page at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)

**LEARNING ACTIVITY: Responsibility Posters (continued)****EXTENSION IDEAS:**

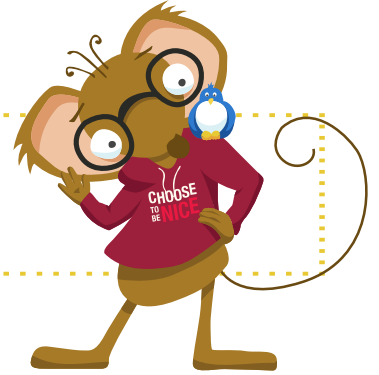
- Set daily goals and tasks that allow children to help in the classroom and demonstrate responsibility and independence. Keep track of them on a chart.
- Have students write in their CTBN Journal about responsibility using this sentence starter: “I am responsible when I...”

# FELIPE THE FRIENDSHIP MOUSE

remembers that the friendlier he is the more fun he has.

## BOOK SUGGESTION:

**The Rainbow Fish**, By Marcus Pfister



## LEARNING ACTIVITY: Giant Class Rainbow Fish

## SUBJECT CONNECTIONS: English Language Arts, Visual Arts

### MATERIALS NEEDED:

- Pre-drawn fish with space for scales to be glued on or taped on
- Glue/Tape
- Copies of Rainbow Fish Scales (see Reproducible 7 on page 82)
- Safety scissors

**INSTRUCTIONS:** Introduce students to Felipe the Friendship Mouse by playing Felipe's video.

Next, read **The Rainbow Fish** together.

After reading, have students brainstorm as a group the characteristics of a good **friend**. Encourage them to think about the story, and then other examples based on their own lives.

Once the list is complete, pass out copies of the Rainbow Fish Scales worksheet and have students independently write/illustrate on a scale what it means to them to be a good friend.

When students are finished drawing, pass out safety scissors and invite them to cut out their scale.

The class can then come back together in a circle so students can each share their scales and then tape/glue the scale to the whole class rainbow fish. The rainbow fish will then permanently hang in the room to serve as a reminder that students in the class are always working on being good friends.

## CTBN AT HOME

**Reminder!** Don't forget to send home the *Choose To Be Nice At Home Activity Book for Friendship*, which can be found on the Educator Resources Page at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)

**LEARNING ACTIVITY: Giant Class Rainbow Fish (continued)****EXTENSION IDEAS:**

- Designate the end of the week as “Friendship Fridays”! Schedule class activities, read stories, or play games that give children opportunities to reflect upon, display, and celebrate ways to be a good friend.
- Have students write in their CTBN Journal about a friend. Ask students to draw the friend and list their favorite things about them.

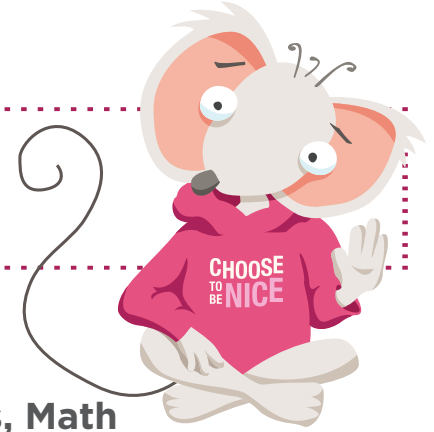


# PRIA THE PATIENT MOUSE

remembers that by having patience she can accomplish anything.

## BOOK SUGGESTION:

**Leo The Late Bloomer**, By Robert Kraus



**LEARNING ACTIVITY:** Count to Ten

**SUBJECT CONNECTIONS:** English Language Arts, Math

## MATERIALS NEEDED:

- Count to Ten worksheet (see Reproducible 8 on page 83)

**INSTRUCTIONS:** Introduce students to Pria the Patient Mouse by playing Prias's video. Invite children to share what they think the word **patience** means.

Next, read **Leo The Late Bloomer** together.

After reading, begin a class discussion about how it's important to work really hard to accomplish something. Observe that for Leo it took a little longer than his friends to learn to do certain things.

Ask students to think about a time when they had to try and try and work really hard to do something. Invite them to share how they felt when this happened. Have them close their eyes and quietly and calmly count to 10.

Next, distribute copies of the Count to Ten handout. And ask students to quietly and calmly color in each circle as they count to 10.

Remind them that if they are patient and keep trying they can do just about anything. Counting to 10 can be a tool the children can use when they need to be patient in a situation.

## CTBN AT HOME

**Reminder!** Don't forget to send home the Choose To Be Nice At Home Activity Book for Patience which can be found on the Educator Resources Page at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)

**LEARNING ACTIVITY: Count to Ten (continued)****EXTENSION IDEAS:**

- Make time for independent, or quieter small group activities that require patience and calm to let children practice self-regulation. For example, coloring, quietly building a tower with sticks and marshmallows (which will also build motor skills), or puzzles.
- Ask children to think of other situations where they may have rushed through something or wanted something to go faster. Have children brainstorm other ways they can help themselves or each other be more patient. For example, visualizing a red light, yellow light, then green light before acting.
- Have students write in their CTBN Journal about patience using the sentence starter “Patience is important because...”

# CAMERON THE COURAGEOUS MOUSE

always chooses to be nice, even in the most difficult situations.

## BOOK SUGGESTION:

Sheila Rae, The Brave, By Kevin Henkes



## LEARNING ACTIVITY: I am Brave

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

## MATERIALS NEEDED:

- Copies of I Am Brave (see Reproducible 9 on page 84)
- Crayons

**INSTRUCTIONS:** Introduce students to Cameron the Courageous Mouse by playing Cameron’s video. Ask children to share what they think it means to be brave or **courageous**.

Next read the story **Sheila Rae, The Brave**. Ask, *What are some examples of bravery in the book?* Next, ask children to think of a time that they were brave. Hand out copies of I Am Brave and invite students to individually illustrate a time when they needed to show courage and be brave.

Regroup and have children share their pictures. Display the illustrations on a bulletin board to remind the students of all of the different ways that they are courageous and brave.

## EXTENSION IDEAS:

- Celebrate every day heroes by sharing stories of bravery and courage in the classroom, school, or community.
- Create a bulletin board to display every day heroes and acts of bravery.
- Have students write in their CTBN Journal about courage using the sentence starter “Courage is important because...”

## CTBN AT HOME

**Reminder!** Don’t forget to send home the Choose To Be Nice At Home Activity Book for Courage which can be found on the Educator Resources Page at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)

# FIRST GRADE

## LEARNING ACTIVITIES



First graders will learn about the Nine Nice Mice® and their values through nine student-centered learning activities. Each activity features a book suggestion to help children understand the value. Activities are cross-curricular and include opportunities for children to collaborate and work independently, exercise their literacy skills and creativity, while developing social and emotional awareness. Activities will take approximately 40-60 minutes to complete. Ideas to extend the learning beyond the activity and at home are included.

**RESPECT:** Respect vs. Disrespect

**KINDNESS:** Kindness Chain

**ACCEPTANCE:** I am Unique

**TEAMWORK:** The Islands Game

**HONESTY:** What Would You Do?

**RESPONSIBILITY:** Rays of Responsibility

**FRIENDSHIP:** Friendship Frames

**PATIENCE:** Planting A Seed

**COURAGE:** Class Book of Courage

# RYAN THE RESPECTFUL MOUSE

## is always polite.

### BOOK SUGGESTION:

**Officer Buckle and Gloria**, By Peggy Rathmann



### LEARNING ACTIVITY: Respect vs. Disrespect

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

### MATERIALS NEEDED:

- Copies of Respect vs. Disrespect  
(See Reproducible 10 on page 85)

**INSTRUCTIONS:** Introduce students to Ryan the Respectful Mouse by playing Ryan’s video. Ask children to describe what **respect** means.

Next, read **Officer Buckle and Gloria**. Model respectful behaviors and disrespectful behaviors similar to what was in the story, and invite students to guess which behavior is being modeled. Then, invite children to share the feelings associated with the behaviors.

Hand out copies of the Respect vs. Disrespect worksheet. Have each student independently illustrate a respectful behavior on one side of the worksheet, and a disrespectful behavior on the other side.

Ask students to complete the sentence starters: “*This picture shows respect because...*”; “*The people in this picture feel...*”; “*This picture shows disrespect because...*”; “*The people in this picture feel...*”.

When students are finished drawing and writing, invite them to share their worksheets with the class and have students reflect on the importance of being respectful.

## CTBN AT HOME

**Reminder!** Don’t forget to send home the *Choose To Be Nice At Home Activity Book for Respect*, which can be found on the *Educator Resources Page* at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)

**LEARNING ACTIVITY: Respect vs. Disrespect (continued)****EXTENSION IDEAS:**

- Have students share their illustrations with another class.
- Play a game of charades where children have to silently act out different scenarios showing respect or being polite.
- Have students write in their CTBN Journal about respect using the sentence starter “Respect makes me feel...”

# KIERA THE KINDNESS MOUSE

## spreads kindness wherever she goes.

**BOOK SUGGESTION:** *Kindness Is Cooler, Mrs. Ruler*, By Margery Cuyler & Sachiko Yoshikawa



**LEARNING ACTIVITY:** Kindness Chain

**SUBJECT CONNECTIONS:** English Language Arts, Visual Arts, Math

**MATERIALS NEEDED:**

- Copies of Kindness Chain (See Reproducible 11 on page 86)
- Tape
- Safety Scissors

**INSTRUCTIONS:** Introduce students to Kiera the Kindness Mouse by playing Kiera’s video.

Next, hand out copies of the Kindness Chain worksheet to each student. Read *Kindness Is Cooler, Mrs. Ruler*. Ask students to write or draw on a strip of paper each time they hear about a good deed or an act of **kindness** in the story. Remind students to use complete sentences.

When the story is finished, hand out safety scissors to each student and have them cut out their kindness examples. Invite a few students to share the examples that they found with the class. Next, tape the ends together to make a chain link.

Add to the chain by asking students to recognize each other’s acts of kindness by writing what they have witnessed that day or week. Begin the chain at the front of the classroom and as it grows, wrap it around the classroom and into the hallway.

The creation of this chain will create excitement among peers and they’ll want to add links to the chain as well, which in turn should increase daily kindness in the classroom. The goal is to have 100 chain links, which equals 100 acts of kindness.

## CTBN AT HOME

***Reminder!** Don’t forget to send home the Choose To Be Nice At Home Activity Book for Kindness, which can be found on the Educator Resources Page at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)*

**LEARNING ACTIVITY: Kindness Chain (continued)****EXTENSION IDEAS:**

- Take a moment each day or week to ask students if they have any acts of kindness they want to recognize and add to the chain link.
- Have students brainstorm a list of different ways they can be kind to others in their CTBN Journal.
- Each week, invite the class to collaborate on an act of kindness to someone within the school or neighborhood community.
- Measure how many chains it would take to reach the front door of the school or wrap around the gymnasium. Set that as a goal to reach for the class or school by the end of the year!

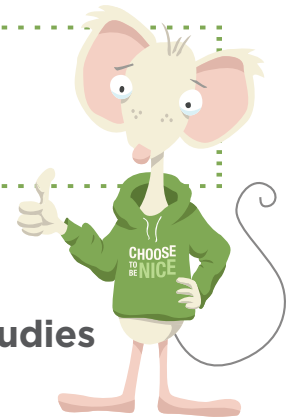


# ALEX THE ACCEPTANCE MOUSE

is always accepting of others' differences.

## BOOK SUGGESTION:

**It's Ok To Be Different**, By Todd Parr



## LEARNING ACTIVITY: I am Unique

## SUBJECT CONNECTIONS: English Language Arts, Social Studies

### MATERIALS NEEDED:

- Copies of I Am Unique (See Reproducible 12 on page 87)
- Crayons/Markers

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

Next, have students sit in a circle and read aloud the book **It's Ok To Be Different**.

After reading, lead the class in a reflective discussion about what the story taught them about being different and the importance of accepting each other. Introduce the word "unique" and ask children to describe what that means (i.e., special, one of a kind). Give children 5 minutes to think about what makes them different and unique (e.g., could be their appearance, could be something they like to do or eat that's not the same as their friends). Invite students to share with the class what makes them unique.

Next, pass out copies of I Am Unique and have students illustrate themselves and what makes them different. Have them complete the sentence starter: "I am unique because..."

After they are finished, have students share their work in partners. Next, ask pairs to share what makes their partner unique with the larger group. Remind students that it is important to accept and celebrate differences.

Collect everyone's work and assemble it into a class "We Are Unique" book. If possible, make copies for each student. Laminate one copy and make it available in

## CTBN AT HOME

**Reminder!** Don't forget to send home the *Choose To Be Nice At Home Activity Book for Acceptance*, which can be found on the *Educator Resources Page* at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)

**LEARNING ACTIVITY: I am Unique (continued)**

the classroom library for students to read and admire throughout the year, while reminding students it's ok to be different.

**EXTENSION IDEAS:**

- As important as it is to accept each other's differences, encourage children to think about what makes them similar to others. Read current events or about other communities in different parts of the country and world, and have children write down differences and similarities.
- Celebrate diversity by inviting students and families to share foods, music, books, clothing, or games they like. Organize a day event or keep this up all year long!
- Have students write about acceptance in their CTBN Journal using the sentence starter "When I am accepted by others I feel..."

# TYLER THE TEAMWORK MOUSE

## remembers that working together is very important.



### BOOK SUGGESTION:

**Up the Creek**, By Nicholas Oldland

### LEARNING ACTIVITY: The Islands Game

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

### MATERIALS NEEDED:

- Music
- Various large pieces of construction paper (representing islands), plastic hoops, rugs, or other materials that children can safely step and stand on without slipping
- Copies of The Islands Game (See Reproducible 13 on page 88)

**INSTRUCTIONS:** Introduce students to Tyler the Teamwork Mouse by playing Tyler’s video.

Next, read **Up the Creek** together.

After reading, let children know they will be playing a team-building game. The purpose of the Islands Game is for all students to work together and communicate with one another to accomplish a goal, just like the characters in *Up the Creek* did. Explain that the goal of the game is to have everyone standing on an “island” when the music stops.

Have the students move among the “islands”. When the music stops, everyone should find an island to stand on. Sharing an island with friends is great! If a student cannot step “onto an island,” they can “form a bridge,” by holding hands or touching someone else who is “on the island” already.

To reinforce the concept of **teamwork**, it is important to have a discussion after the game about what they had to do together to work as a team (communicate, share, take turns, include each other by building “bridges,” watch what others around them did, etc.).

Hand out The Islands Game worksheet to students and have them write their responses. Remind students to use

## CTBN AT HOME

**Reminder!** Don't forget to send home the *Choose To Be Nice At Home Activity Book for Teamwork*, which can be found on the *Educator Resources Page* at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)

**LEARNING ACTIVITY: The Islands Game (continued)**

complete sentences. If time permits, allow the students to play a second time and then discuss the two experiences and how they were different.

**EXTENSION IDEAS:**

- Celebrate “Teamwork Tuesdays”! Choose collaborative games and group activities on these days that allow students to practice their teamwork.
- Ask students to think of all the ways people work together in the world around them (e.g., sports teams, businesses, kitchen staff, construction sites, governments, traffic, etc.) Have students write a list in their CTBN Journal or create a collage using old magazines illustrating the different scenarios.
- Ask children to think about what makes a team, and how things may change if a team is 2 people, 10 people, or 100 people?

# HANNAH THE HONESTY MOUSE

## is always truthful.

### BOOK SUGGESTION:

**The Empty Pot**, By Demi

**LEARNING ACTIVITY:** What Would You Do?

**SUBJECT CONNECTIONS:** English Language Arts

### MATERIALS NEEDED:

- What Would You Do Scenarios (see Reproducible 14 on page 89)

**INSTRUCTIONS:** Introduce students to Hannah the Honesty Mouse by playing Hannah's video.

Ask students to share what they believe the word **honesty** means. Start a class discussion about why it is important to tell the truth and to be honest.

Next, read the book **The Empty Pot**. Invite students to share how they think characters from the story were being either honest or dishonest.

Next, divide the class into two teams and have each team line up next to each other in a row. Using the What Would You Do Scenarios, ask one child from each team to answer what he/she would do in each situation. The first student to raise his/her hand may answer. If the answer is honest, he/she is awarded a point; if the answer does not reflect honesty, the other team may answer for a chance to earn a point.

### EXTENSION IDEAS:

- Have students choose a character or scene from **The Empty Pot** and rewrite a part of the story to show how they would do things differently, reflecting their understanding of honesty.
- Invite students to write poems in their CTBN Journal about being truthful, with each line starting with a letter from the word honesty. Add a challenge by asking children to make the ends of every 2 lines rhyme.



## CTBN AT HOME

**Reminder!** Don't forget to send home the Choose To Be Nice At Home Activity Book for Honesty, which can be found on the Educator Resources Page at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)

# RILEY THE RESPONSIBLE MOUSE

## is accountable for her own actions.

### BOOK SUGGESTION:

**Can I Keep Him?**, By Steven Kellog



**LEARNING ACTIVITY:** Rays of Responsibility

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

### MATERIALS NEEDED:

- Chart paper
- Copies of Responsibility Sun (see Reproducible 15 on page 90)

**INSTRUCTIONS:** Introduce students to Riley the Responsible Mouse by playing Riley's video.

Next, read the story **Can I Keep Him?**

After reading, begin brainstorming with the class and list different ways they can be **responsible** at school, and at home. Record their answers on chart paper.

Once the list is complete, demonstrate the activity with a copy of the Responsibility Sun handout. Choose five ways to be responsible from the list, and write each way on an individual ray of the sun.

Next, give each student their own Responsibility Sun handout to complete. Have them choose five ways (three ways at school and two ways at home) that they can be more responsible than they are now. Remind students to use complete sentences in their writing. Let them know that they can add ways to be responsible that are not on the class list if they think of new ones.

When each student's Responsibility Sun has been completed, display the suns for everyone to see. Then have a conversation with the students each day for a week inviting them to share how they have been responsible in certain areas. If they have displayed a responsibility on their sun in class, they can go up to their sun and color in a ray.

## CTBN AT HOME

**Reminder!** Don't forget to send home the Choose To Be Nice At Home Activity Book for Responsibility, which can be found on the Educator Resources Page at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)

**LEARNING ACTIVITY: Rays of Responsibility (continued)****EXTENSION IDEAS:**

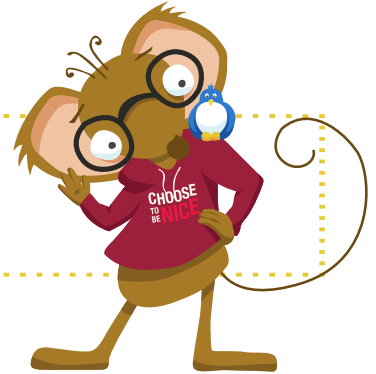
- Have students write a list of ways they can be responsible at home, in their school or neighborhood community in their CTBN Journal.
- Organize monthly projects around the school for the class to complete. For example, collect and organize recyclables, water plants, help another teacher organize or clean their classroom.

# FELIPE THE FRIENDSHIP MOUSE

## remembers that the friendlier he is the more fun he has.

### BOOK SUGGESTION:

**Chester's Way**, By Kevin Henkes



**LEARNING ACTIVITY:** Friendship Frames

**SUBJECT CONNECTIONS:** English Language Arts, Visual Arts

### MATERIALS NEEDED:

- Chart paper
- Friendship Frames (see Reproducible 16 on page 91)

**INSTRUCTIONS:** Introduce students to Felipe the Friendship Mouse by playing Felipe's video.

Next, read **Chester's Way** together. After reading, have students discuss how each character in the story was a good friend. Record their ideas on chart paper.

Ask students to think about their favorite activities to do with friends. Invite students to draw their favorite activities in the Friendship Frame and write a sentence describing their picture.

After students are finished, invite them to hang up their Friendship Frames around the classroom to create a friendship gallery. Ask for volunteers to share their Friendship Frame illustrations with the class.

### EXTENSION IDEAS:

- Designate the end of the week as "Friendship Fridays"! Schedule class activities, read stories, or play games that give students opportunities to display friendship.
- Connect with a first grade class in another school. Exchange letters between students, play games, or throw joint celebrations virtually using video chat software.
- Have students write about friendship in their CTBN Journal using the sentence starter "My friends make me feel..."

## CTBN AT HOME

**Reminder!** Don't forget to send home the Choose To Be Nice At Home Activity Book for Friendship, which can be found on the Educator Resources Page at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)

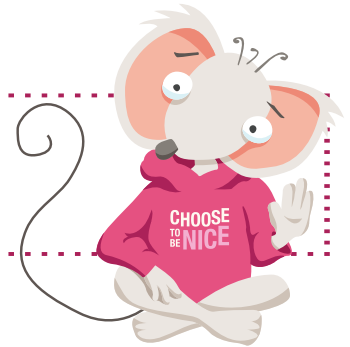


# PRIA THE PATIENT MOUSE

remembers that by having patience she can accomplish anything.

## BOOK SUGGESTION:

**The Carrot Seed**, By Ruth Krauss



## LEARNING ACTIVITY: Planting A Seed

## SUBJECT CONNECTIONS: English Language Arts, Science

### MATERIALS NEEDED:

- Paper egg cartons
- Package of seeds (per class). Bean, carrot, radish, and sunflower seeds work well.
- Soil
- Copies of My Seed (See Reproducible 17 on page 92)

**INSTRUCTIONS:** Introduce students to Pria the Patient Mouse by playing Prias’s video. Invite children to share what the word **patience** means.

Next, read **The Carrot Seed**. After reading, ask the class to share how they think the boy who planted the seed felt. Ask: *Is there a character in the story who had to be patient? Why? How was he patient? If the boy wasn't patient what might have happened?*

Give each student a section of an egg carton and soil to plant their own “seed” and watch it grow. Over time, the seeds will sprout and grow. Remind students of the importance of patience, as some seeds will grow faster than others. In addition, remind them of their responsibility to take care of their seedlings by watering them and giving them enough light. Using the My Seed worksheet, have students chart the growth of their seeds by drawing what they look like every few days and labeling the picture with the date and time.

After a few weeks, have students revisit their My Seed worksheet and write a sentence reflecting upon how the seeds have grown at different rates, and how students felt as they were being patient.

## CTBN AT HOME

**Reminder!** Don't forget to send home the Choose To Be Nice At Home Activity Book for Patience which can be found on the Educator Resources Page at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)

**LEARNING ACTIVITY: Planting A Seed (continued)****EXTENSION IDEAS:**

- Brainstorm ways that students can help each other and themselves be patient in different situations (e.g., counting, breathing, focusing on something else, etc.)
- Have students write a story in their CTBN Journal about a time when they were patient.

# CAMERON THE COURAGEOUS MOUSE

always chooses to be nice, even in the most difficult situations.

**BOOK SUGGESTION:**

**Courage**, By Bernard Waber



**LEARNING ACTIVITY:** Class Book Of Courage

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

**MATERIALS NEEDED:**

- Copies of My Courage Story (See Reproducible 18 on page 93)

**INSTRUCTIONS:** Introduce students to Cameron the Courageous Mouse by playing Cameron’s video.

Next, read the book **Courage**.

After reading, start a class discussion about what the story taught about bravery and **courage**. Give students five minutes to think about a time they had to show courage and bravery. Next, pass out the My Courage Story worksheet and ask students to illustrate their act of courage/bravery.

After they have finished their drawing, have them write and complete the sentence starter: “I showed courage when...” Once everyone has finished writing and illustrating, invite them to share their work with the rest of the class. Remind students that it is important to show courage and bravery, especially in difficult situations. (Ask them to also think about what other values are good to exhibit in difficult situations.)

After the class has finished sharing and reflecting, collect everyone’s work and assemble it into a class book. If possible, make copies for each student. Laminate one copy and make it available in the classroom library for students to read and admire throughout the year, while reminding students that it’s important to be courageous.

## CTBN AT HOME

**Reminder!** Don’t forget to send home the Choose To Be Nice At Home Activity Book for Courage which can be found on the Educator Resources Page at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)

## **LEARNING ACTIVITY: Class Book Of Courage (continued)**

### **EXTENSION IDEAS:**

- Celebrate every day heroes by sharing stories of bravery and courage in the classroom, school, or community.
- Create a bulletin board to display every day heroes and their acts of bravery.
- Have students choose one person in their life who inspired them with their courage. Invite them to write a story in their CTBN Journal or illustrate it into a graphic novel.

# SECOND GRADE

## LEARNING ACTIVITIES



Second graders will learn about the Nine Nice Mice® and their values through nine student-centered learning activities. Each activity features a book suggestion to help children understand the value. Activities are cross-curricular and include opportunities for children to collaborate and work independently, exercise their literacy skills and creativity, while developing social and emotional awareness. Activities will take approximately 40-60 minutes to complete. Ideas to extend the learning beyond the activity and at home are included.

**RESPECT:** School Interviews

**KINDNESS:** Classroom Bucket of Kindness

**ACCEPTANCE:** Recess Queen Skits

**TEAMWORK:** The Tallest Tower

**HONESTY:** Letter To Ruthie

**RESPONSIBILITY:** Responsibility Role Playing

**FRIENDSHIP:** Buddy Book Making

**PATIENCE:** Turn-Taking Games

**COURAGE:** Letters of Courage

# RYAN THE RESPECTFUL MOUSE

## is always polite.

### BOOK SUGGESTION:

**Thank You, Mr. Falker**, By Patricia Polacco



### LEARNING ACTIVITY: School Interviews

### SUBJECT CONNECTIONS: English Language Arts, Global Languages

### MATERIALS NEEDED:

- Copies of School Interview Questions  
(See Reproducible 19 on page 94)

**INSTRUCTIONS:** Introduce students to Ryan the Respectful Mouse by playing Ryan’s video.

Next, read the book **Thank You, Mr. Falker**. Ask students to share how characters in the book were **respectful** and polite.

Share with students that they are going to interview different staff members in the school. Explain that during the interviews the students are going to practice being respectful (good listening, turn taking, polite speaking, etc).

Have students brainstorm a list of three questions to ask staff members about their role in the school. Pass out copies of the School Interview Questions worksheet and have students write their questions down.

At the end of each interview, give students an opportunity to thank the staff member for what they do to help make the school a wonderful place.

Have a group discussion after each interview to discuss examples of respectful behavior that took place during the interview. If there were any examples of disrespectful behavior, invite students to share how that behavior can be changed to be respectful in the future.

### EXTENSION IDEAS:

- Have students write a list of respectful words and phrases in their CTBN Journal. For example, “thank you,” “excuse me,” etc.
- Learn ways to say thank you in other languages. Discuss why learning other languages is helpful and respectful to people who may not share the same language as you.

## CTBN AT HOME

**Reminder!** Don’t forget to send home the Choose To Be Nice At Home Activity Book for Respect, which can be found on the Educator Resources Page at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)

# KIERA THE KINDNESS MOUSE

## spreads kindness wherever she goes.

### BOOK SUGGESTION:

**How Full is Your Bucket? For Kids**, By Tom Rath

**LEARNING ACTIVITY:** Classroom Bucket of Kindness

**SUBJECT CONNECTIONS:** English Language Arts

### MATERIALS NEEDED:

- Plastic bucket
- Copies of Kindness Slips (See Reproducible 20 on page 95)

**INSTRUCTIONS:** Introduce students to Kiera the Kindness Mouse by playing Kiera’s video.

Next, read the book **How Full is Your Bucket? For Kids**. Have students discuss how **kindness** is a “bucket filler.” Ask students to share examples of times when they did something kind and helped to fill someone’s bucket.

Explain to students that they will be creating a “Classroom Bucket of Kindness” for anyone in the class to use. Whenever a student feels like their bucket is empty, they can go to the bucket and take a kindness slip.

Give each student a copy of the Kindness Slips reproducible and ask them to write different messages of encouragement and kindness on each slip. Examples include: “You can do it!” “I believe in you!” and “Don’t give up!”

When students finish have them cut out the slips, fold them, and drop them in the bucket. Remind students that when they fill someone else’s bucket, they also fill their own.

### EXTENSION IDEAS:

- Have students decorate the “Classroom Bucket of Kindness” with words of kindness using magazine cutouts or paint pens.
- Have students create an extra “Bucket of Kindness” to give to another classroom or put in the school’s main office.



## CTBN AT HOME

**Reminder!** Don’t forget to send home the *Choose To Be Nice At Home Activity Book for Kindness*, which can be found on the *Educator Resources Page* at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)



**LEARNING ACTIVITY: Classroom Bucket of Kindness (continued)****EXTENSION IDEAS (continued):**

- Set aside a 5 minute “Kindness Break” each week for students to add additional words of encouragement and kindness to the “Classroom Bucket of Kindness.”
- Have students write in their CTBN Journal about a time when they did something kind and helped to fill someone’s bucket.

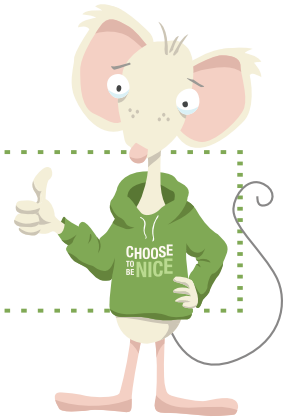


# ALEX THE ACCEPTANCE MOUSE

is always accepting of others' differences.

## BOOK SUGGESTION:

**The Recess Queen**, By Alexi O'Neill



**LEARNING ACTIVITY:** Recess Queen Skits

**SUBJECT CONNECTIONS:** English Language Arts, Performing Arts

## MATERIALS NEEDED:

- Copies of How Does it Feel?  
(See Reproducible 21 on page 96)

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

Next, read aloud the book **The Recess Queen**.

After reading, ask students questions about the differences between including/accepting others on the playground and excluding others. Invite students to share what the characters' feelings were in the book. *Who was accepting? Who was excluding others? How does acceptance vs. exclusion feel?* Pass out copies of the How Does it Feel worksheet and have students compare and contrast how it feels to be accepted and how it feels to be excluded. Remind students to use complete sentences.

## EXTENSION IDEAS:

- Have students create skits to reenact different scenes from *The Recess Queen*.
- Have students write in their CTBN Journal about a personal experience when they were included, and another experience when they were excluded, and describe how it made them feel.

## CTBN AT HOME

**Reminder!** Don't forget to send home the *Choose To Be Nice At Home Activity Book for Acceptance*, which can be found on the *Educator Resources Page* at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)

# TYLER THE TEAMWORK MOUSE

## remembers that working together is very important.



### BOOK SUGGESTION:

**The Biggest Pumpkin Ever**, By Steven Kroll

### LEARNING ACTIVITY: The Tallest Tower

### SUBJECT CONNECTIONS: English Language Arts

#### MATERIALS NEEDED:

- Pieces of cardboard
- Tape
- Copies of The Tallest Tower Reflection  
(see Reproducible 22 on page 97)

**INSTRUCTIONS:** Introduce students to Tyler the Teamwork Mouse by playing Tyler's video.

Next, read the story **The Biggest Pumpkin Ever** and ask students to share what they observed and learned from the story. Ask: *How did the characters work together?* Next, split students into groups of four and give each group the same amount of cardboard and tape. Explain that their challenge will be to build the tallest tower possible using just cardboard and tape. Remind them that they will need to work together as a team like the mice worked together in the story.

To reinforce the concept of teamwork, regroup after the activity and have a discussion about what students had to do together to work as a team (e.g., communicate, share, take turns, watch what others around them did, etc.). Pass out copies of The Tallest Tower Reflection worksheet and have students respond to the following questions: *What worked well? What was challenging? What would you do differently if we played again?* Remind students to use complete sentences. Once students are finished writing, ask for a few volunteers to share their responses with the class.

If time permits, play the game a second time, switching up the groups, and reflect on how the experience was different.

## CTBN AT HOME

**Reminder!** Don't forget to send home the *Choose To Be Nice At Home Activity Book for Teamwork*, which can be found on the *Educator Resources Page* at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)

**LEARNING ACTIVITY: The Tallest Tower (continued)****EXTENSION IDEAS:**

- Celebrate “Teamwork Tuesdays” with activities that require collaboration, in small or large groups, to give students opportunities to practice working together. Include activities that require non-verbal teamwork in addition to those that require more communication.
- Collaborate with the music or physical activity educators on activities that emphasize and require teamwork. Encourage reflection by inviting students to write in their CTBN Journal about their experiences.
- Have students prepare for group work by practicing active listening. Ask students to turn to the person next to them and pick one person to be “Peanut Butter” and one person to be “Jelly.” Set a timer for 1 minute and have “Peanut Butter” talk about their day so far. Instruct “Jelly” to listen without speaking for the full minute, make good eye contact, and nod to show that they are listening. Set the timer again and have students switch roles. After the time is up, ask students to share how it felt to (1) listen actively and to (2) have someone else listen actively to them.

# HANNAH THE HONESTY MOUSE

## is always truthful.

### BOOK SUGGESTION:

**Ruthie And The (Not So) Teeny Tiny Lie**, By Laura Rankin

### LEARNING ACTIVITY: Letter To Ruthie

### SUBJECT CONNECTIONS: English Language Arts

### MATERIALS NEEDED:

- Copies of the Letter To Ruthie template  
(See Reproducible 23 on page 98)

**INSTRUCTIONS:** Introduce students to Hannah the Honesty Mouse by playing Hannah’s video.

Next, read **Ruthie And The (Not So) Teeny Tiny Lie** together. After reading, ask the class to discuss how Ruthie was feeling during different parts of the story, and why. For example: *How does Ruthie feel when she finds the camera? How does she feel when she tells Martin the camera is hers? How would Ruthie have felt differently as the day went on if she had told Martin the truth?*

Next, provide copies of the Letter to Ruthie template to each student. Explain that they will write letters to Ruthie that include advice on honesty and why it is important to be honest in the future. Remind students to use complete sentences. When students are done writing, invite them to share their letters with the class.

### EXTENSION IDEAS:

- Have students write a creative story in their CTBN Journal with the title “Honesty Is the Best Policy”. Their stories may be fictional or based on a true scenario, but it needs to show how a character learned about honesty. Guide them through the writing process starting with prewriting to map out their plot and characters, an outline, a draft, then revisions. In between each step, have students work in small groups or pairs to peer-edit and provide honest, but constructive, feedback.



## CTBN AT HOME

**Reminder!** Don't forget to send home the Choose To Be Nice At Home Activity Book for Honesty, which can be found on the Educator Resources Page at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)

## RILEY THE RESPONSIBLE MOUSE is accountable for her own actions.

### BOOK SUGGESTION:

**Three Bears In A Boat**, By David Soman



**LEARNING ACTIVITY:** Responsibility Role Playing

**SUBJECT CONNECTIONS:** English Language Arts,  
Performing Arts, Social Studies

### MATERIALS NEEDED:

- Responsibility Role Playing cards (see Reproducible 24 on page 99). Add pictures to each card showing a different responsibility (e.g., sweeping up a mess, recycling, watering plants, putting away toys, feeding a pet, and/or putting money in a piggy bank).

**INSTRUCTIONS:** Introduce students to Riley the Responsible Mouse by playing Riley's video.

Next, read the story **Three Bears In A Boat** and ask students to describe how characters were responsible.

Divide the class into 3-4 groups and pass out different Responsibility Role Playing cards. Explain that students will work with their group to put on two skits showing how to be responsible in a specified situation and what would happen if they were irresponsible.

Give students 15-20 minutes to rehearse their skit performances before inviting them to perform them in front of the class. Invite students in the audience to reflect upon what was responsible and irresponsible behavior and why.

### EXTENSION IDEAS:

- Have students research the responsibilities of different jobs and roles in the world around them. They can choose roles that include political leadership, or jobs/careers that interest them. Students can write in their CTBN Journal about what they learned and list all of the responsibilities for the role/job they researched.

## CTBN AT HOME

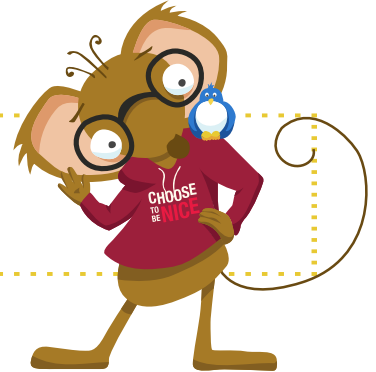
**Reminder!** Don't forget to send home the *Choose To Be Nice At Home Activity Book for Responsibility*, which can be found on the *Educator Resources Page* at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)

# FELIPE THE FRIENDSHIP MOUSE

## remembers that the friendlier he is the more fun he has.

### BOOK SUGGESTION:

**Days With Frog And Toad**, By Arnold Lobel



### LEARNING ACTIVITY: Buddy Book Making

### SUBJECT CONNECTIONS: English Language Arts, Visual Arts

#### MATERIALS NEEDED:

- Copies of the Buddy Book  
(see Reproducible 25 on page 100)
- Crayons for drawing
- Pencils for writing
- Safety Scissors
- Stapler

**INSTRUCTIONS:** Introduce students to Felipe the Friendship Mouse by playing Felipe's video.

Next, read **Days with Frog And Toad** together.

After reading, open up a discussion with students about the sequence of events in the book. Emphasize how important it is to not only enjoy spending time with a friend, but to also enjoy doing things independently. Point out how important it is that in the end Frog and Toad are still best friends, even if they aren't doing the same thing together. Ask children to share when they like to do activities by themselves, and when they like to be with friends. Also ask them to think about a time when they had to make new friends.

Following the class discussion, have students pair up (encourage students to work with someone new, or select partners for them). Explain that they will make a book about friendship. Pass out copies of the Buddy Book and have students fill out the pages together. Explain to students that the Buddy Book activity will help them get to know each other better, by talking about what they

## CTBN AT HOME

**Reminder!** Don't forget to send home the Choose To Be Nice At Home Activity Book for Friendship, which can be found on the Educator Resources Page at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)

**LEARNING ACTIVITY: Buddy Book Making (continued)**

each like to do, and exploring similarities and differences. Have students write and illustrate one thing that they would like to do together and one thing they each like to do separately. Then have them brainstorm three ways to be a good friend. Remind students to write in complete sentences. When students are finished, pass out scissors and have them cut out the pages for the book. Then, have them staple the pages together.

When students are finished assembling their books, invite them to present their Buddy Book to the class. After students have presented, put the Buddy Books in the classroom library for students to read and admire throughout the year, reminding them about how to be a good friend.

**EXTENSION IDEAS:**

- Designate the end of the week as “Friendship Fridays”! Make it a time for students to connect with and work with someone new in the class or in the school. Collaborate with a teacher in another classroom or grade and “buddy up” to help students build friendships and interact with students they may not normally socialize with.
- Connect with a second grade class in a school in another state or country. Exchange letters between students, play games, or throw joint celebrations virtually using video chat software.
- Have students write in their CTBN Journal about a time that they were a good friend.



# PRIA THE PATIENT MOUSE

remembers that by having patience she can accomplish anything.

**BOOK SUGGESTION:**

**Henry The Impatient Heron**, By Donna Love

**LEARNING ACTIVITY:** Turn-Taking Games**SUBJECT CONNECTIONS:** English Language Arts**MATERIALS NEEDED:**

- Chart paper
- Copies of Patient vs. Impatient  
(See Reproducible 26 on page 101)
- Various board games
- Choose To Be Nice stickers

**INSTRUCTIONS:** Introduce students to Pria the Patient Mouse by playing Prias's video.

Next, read **Henry The Impatient Heron** together.

After reading, ask students what **patience** means. Pass out copies of Patient vs. Impatient. Reflecting upon the story, have students write examples of how Henry was patient and how he was impatient. Remind students to use complete sentences.

When students are finished writing, ask volunteers to share their answers with the group. Document their responses on chart paper in two columns. Invite students to share examples of when they were impatient themselves and how being more patient could have impacted their situation.

Discuss the importance of being patient when things don't go our way, the importance of listening, the importance of being aware of what's going on around us, and not jumping to conclusions too quickly. Most importantly, remind students that when they don't succeed the first time, they can always try again.



## CTBN AT HOME

**Reminder!** Don't forget to send home the Choose To Be Nice At Home Activity Book for Patience which can be found on the Educator Resources Page at: [www.choosetobenic.com/educator-resources](http://www.choosetobenic.com/educator-resources)



**LEARNING ACTIVITY: Turn-Taking Games (continued)**

Compare the patience Henry needed in the story to the patience students will need when playing a game with a friend.

Split the class into small groups and explain that by playing board games with each other, they will be practicing what they learned about patience. Observe them as they play and explain to students that they can earn Choose To Be Nice stickers for being patient during a game. When the games are finished, explain that by choosing to be patient with friends during a game, they are also Choosing To Be Nice.

**EXTENSION IDEAS:**

- Students can play a game of charades acting out different scenarios where they may be impatient. Have those in the audience guess the impatient scenario being acted out; then make suggestions for how they can be more patient and why this would be helpful. For example, waiting for the light to change to cross the street, waiting to eat an apple until it's ripe, waiting as part of a surprise party, etc.
- Have students write in their CTBN Journal about how they feel when they are patient.

# CAMERON THE COURAGEOUS MOUSE

always chooses to be nice, even in the most difficult situations.

## BOOK SUGGESTION:

**The Story of Ruby Bridges**, By Robert Coles



## LEARNING ACTIVITY: Letters of Courage

## SUBJECT CONNECTIONS: English Language Arts, Social Studies

### MATERIALS NEEDED:

- Copies of Letter of Courage template (see Reproducible 27 on page 102)
- Pencils for writing

**INSTRUCTIONS:** Introduce students to Cameron the Courageous Mouse by playing Cameron’s video. Next, read aloud **The Story of Ruby Bridges**.

After reading, begin a class discussion about the difficult situation Ruby faced in the story, and the ways in which she was **courageous**. Ask students to think about how Ruby’s act of courage helps others today. You can also point out that while Ruby was choosing to be courageous, she was also Choosing To Be Nice by standing up for other African Americans like herself.

Have students reflect upon a time when they showed courage and stood up for a friend or something they believed in. Give them a few minutes to think quietly while you hand out copies of the Letter of Courage template. Next, invite students to write a letter to Ruby about a time they showed courage. Remind students to use complete sentences. Students can share their letters the next day at morning meeting or during a class discussion.

### EXTENSION IDEAS:

- Have students create an acrostic poem in their CTBN Journal that spells out COURAGE.

## CTBN AT HOME

**Reminder!** Don't forget to send home the Choose To Be Nice At Home Activity Book for Courage which can be found on the Educator Resources Page at: [www.choosetobenice.com/educator-resources](http://www.choosetobenice.com/educator-resources)

# APPENDIX



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## **Reproducible Handouts (for K-2 Learning Activities)**

Reproducibles 1-9 (Kindergarten): pgs 76 - 84

Reproducibles 10-18 (First Grade): pgs 85 - 93

Reproducibles 19-27 (Second Grade): pgs 94 - 102

**Choose To Be Nice Value Awards:** pgs 103 - 112

**Make the Choose To Be Nice Promise Form:** pg 113

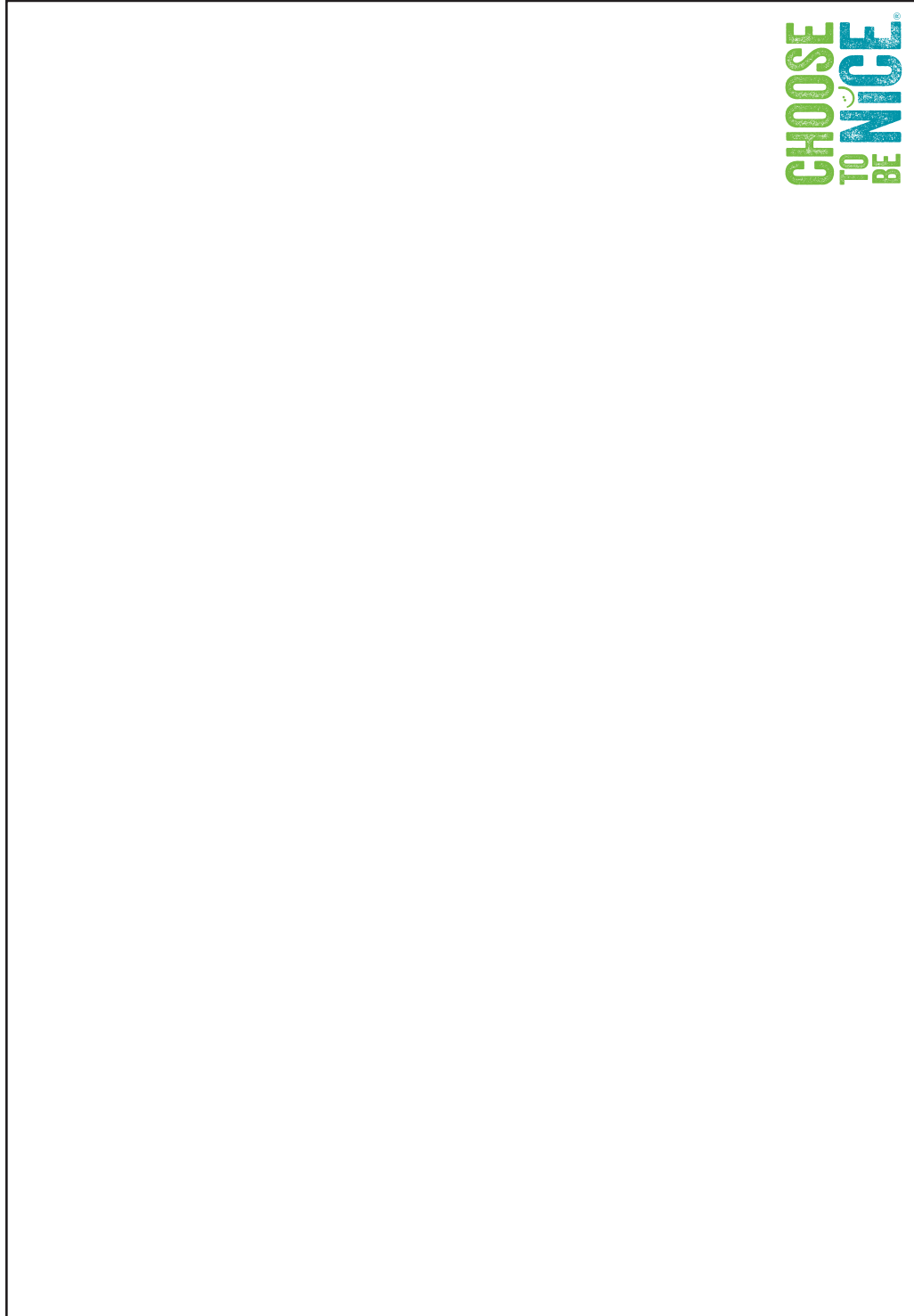
**Letter to Parents & Guardians:** pg 114

**Common Core State Standards:** pg 115

Use with KINDERGARTEN RESPECT activity: What Does Respect Look and Sound Like?

---

**THIS IS WHAT RESPECT LOOKS LIKE**



Name: \_\_\_\_\_

Use with KINDERGARTEN **KINDNESS** activity: Kindness Quilt

---

# MY KINDNESS QUILT SQUARE



A large dashed square outline, intended for a child to draw a quilt square inside. At the bottom-left corner of this square, there is a line for writing a name.

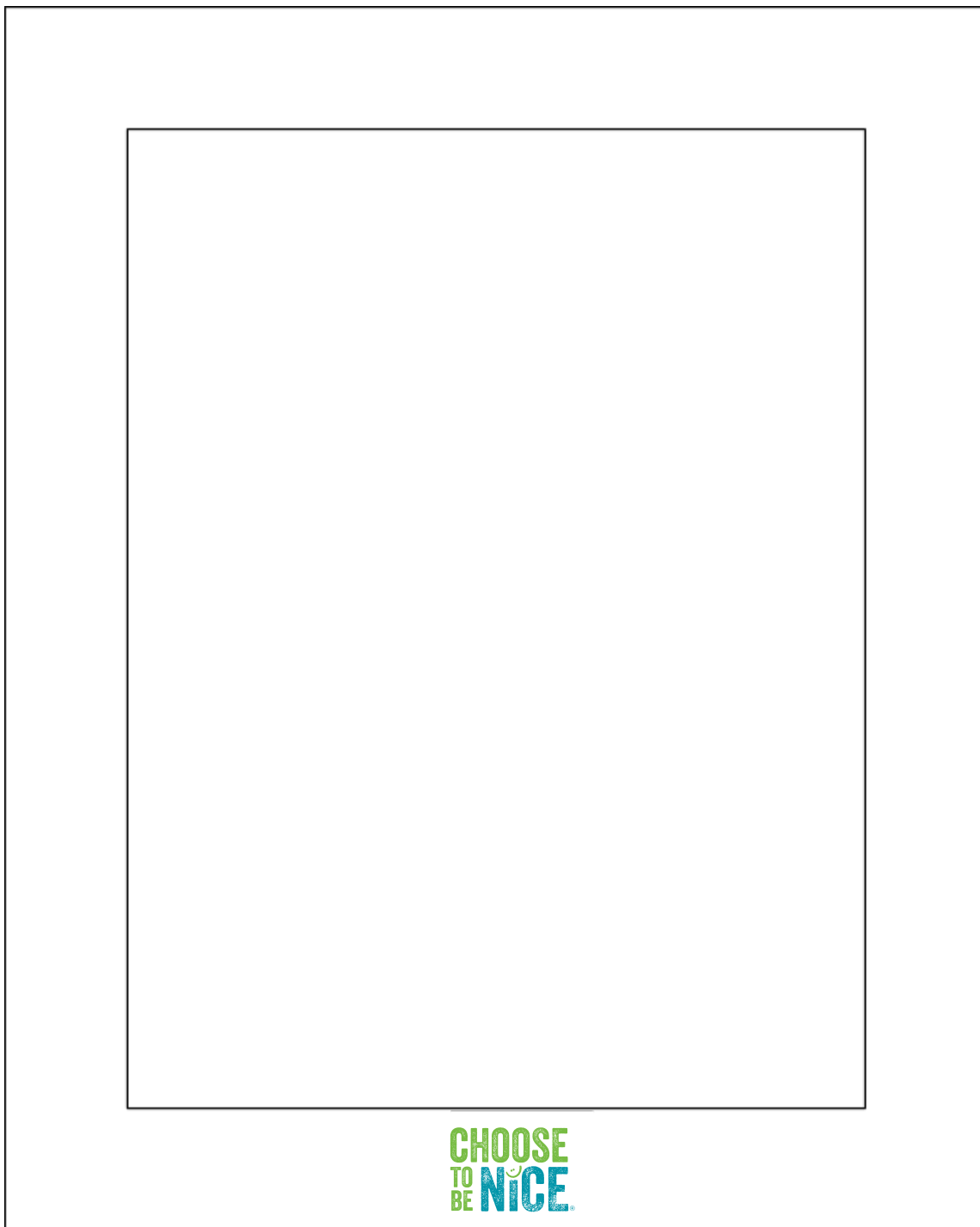
Name: \_\_\_\_\_



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

---

# MY SELF PORTRAIT



CHOOSE  
TO BE NICE

Name: \_\_\_\_\_

Use with KINDERGARTEN **TEAMWORK** activity: Keep the Beach Balls Up!

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CHOOSE  
TO  
BE  
NICE<sup>®</sup>

**'S TEAM**

Use with KINDERGARTEN **HONESTY** activity: Honesty Scenario Discussions

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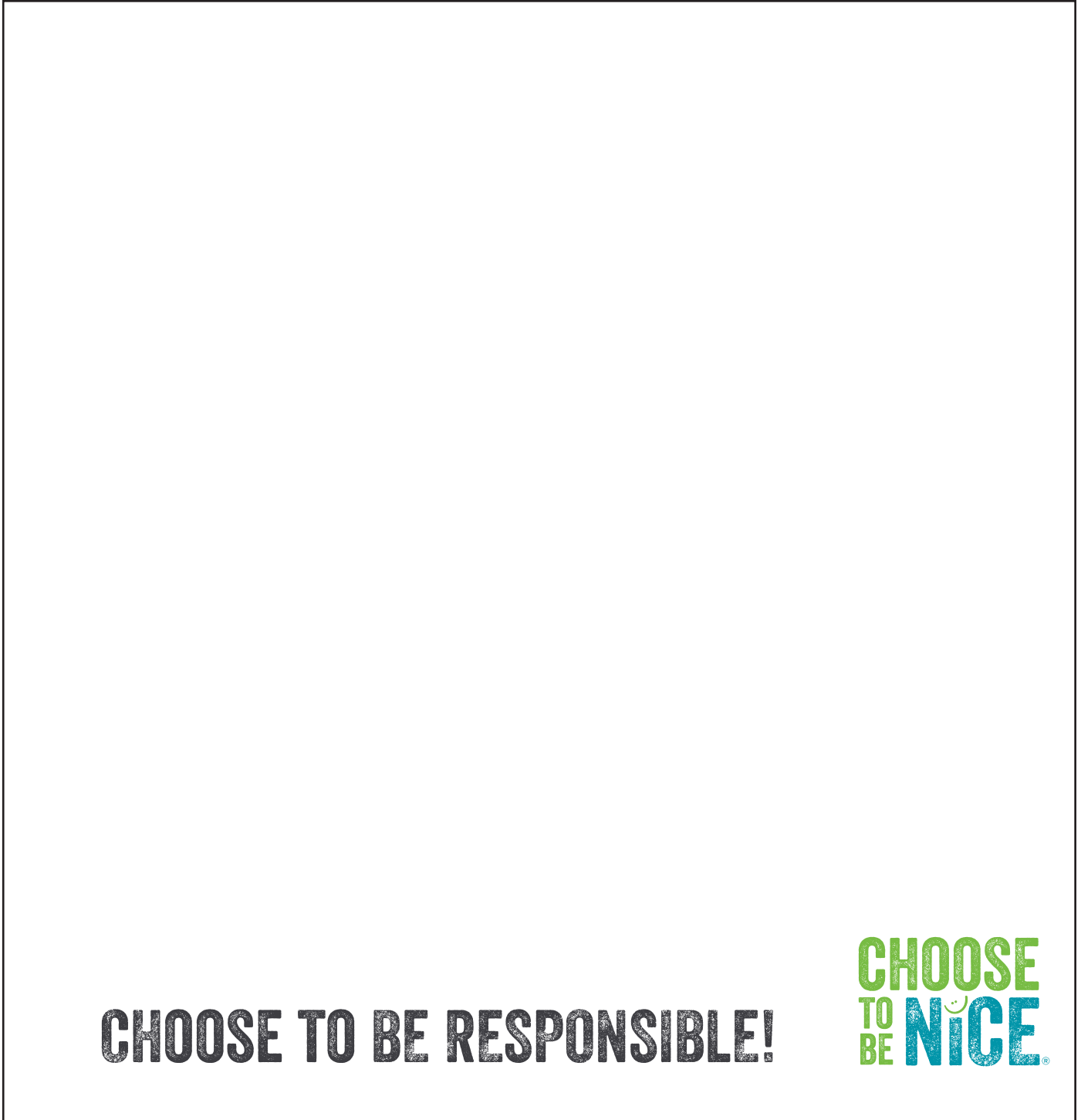
**HONESTY SCENARIO CARD**

HONESTY SCENARIO # \_\_\_\_\_



Use with KINDERGARTEN **RESPONSIBILITY** activity: Choose To Be Responsible Posters

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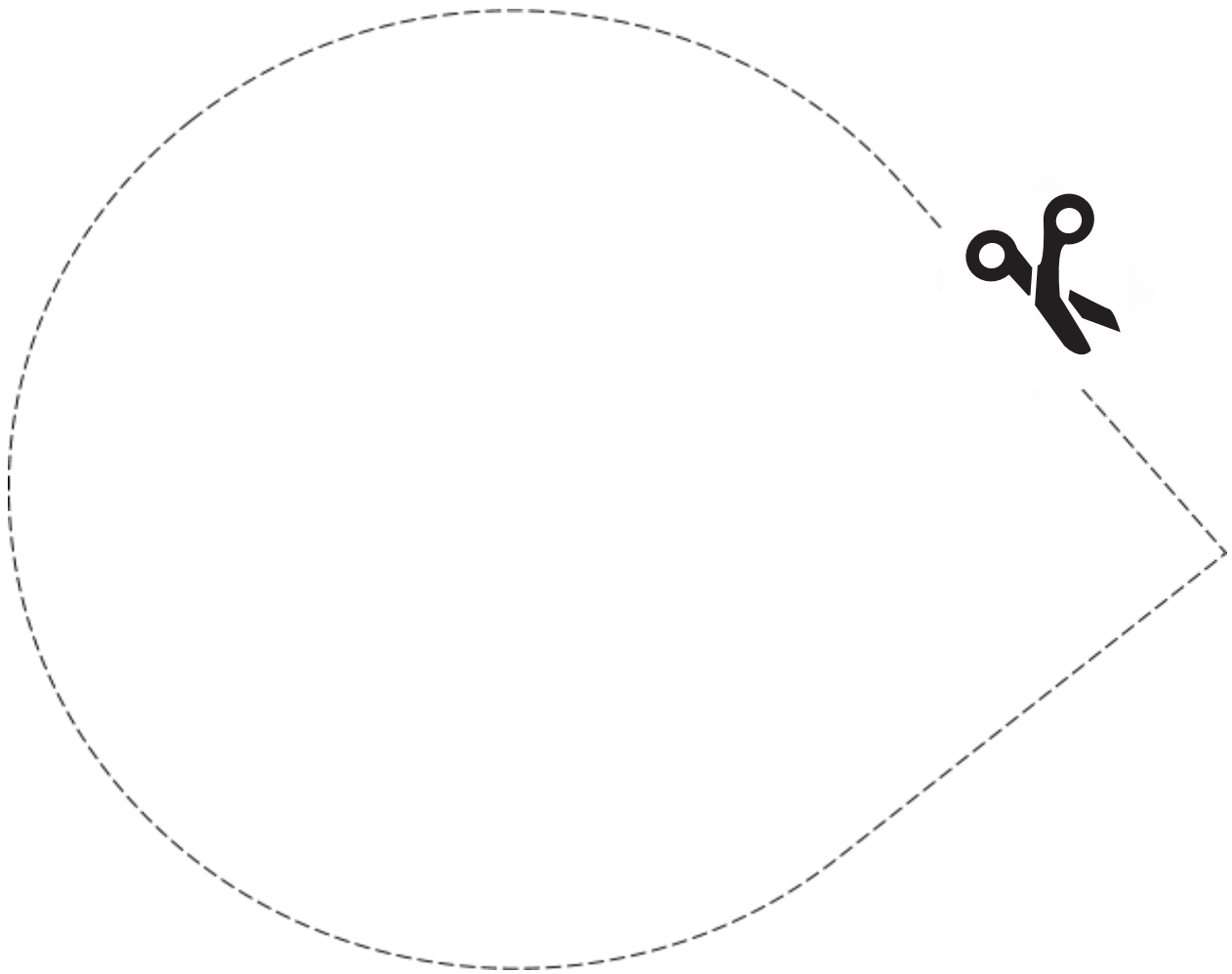


Poster created by: \_\_\_\_\_

Use with KINDERGARTEN **FRIENDSHIP** activity: Giant Class Rainbow Fish

---

What does it mean to be a good friend?

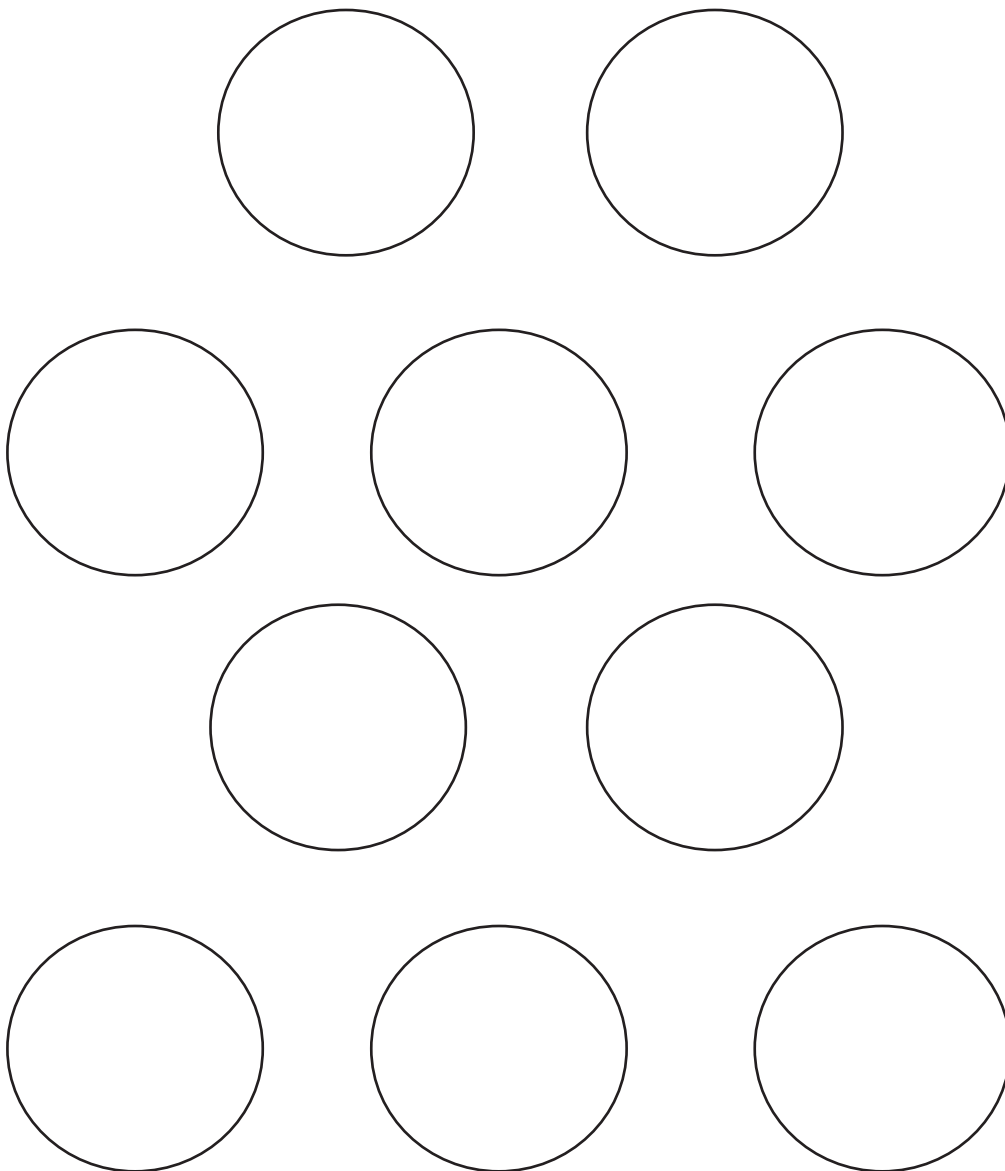


Use with KINDERGARTEN **PATIENCE** activity: Count to Ten

---

Step 1: Take a deep breath.

Step 2: Calmly count to ten and color in each circle as you go.



Use with KINDERGARTEN **COURAGE** activity: I am Brave

---

**I AM BRAVE**

Name: \_\_\_\_\_



Use with FIRST GRADE RESPECT activity: Respect vs. Disrespect

---

<b>RESPECT</b>	<b>DISRESPECT</b>
<p>This picture shows respect because _____ _____.</p> <p>The people in this picture feel _____.</p>	<p>This picture shows disrespect because _____ _____.</p> <p>The people in this picture feel _____.</p>

Use with FIRST GRADE KINDNESS activity: Kindness Chain



		
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Use with FIRST GRADE ACCEPTANCE activity: I am Unique

---

# I AM UNIQUE

Name: \_\_\_\_\_

I am unique because \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



Use with FIRST GRADE **TEAMWORK** activity: The Islands Game

---

Name: \_\_\_\_\_



What did you do to work together as a team during the Islands game?

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Use with FIRST GRADE **HONESTY** activity: What Would You Do?

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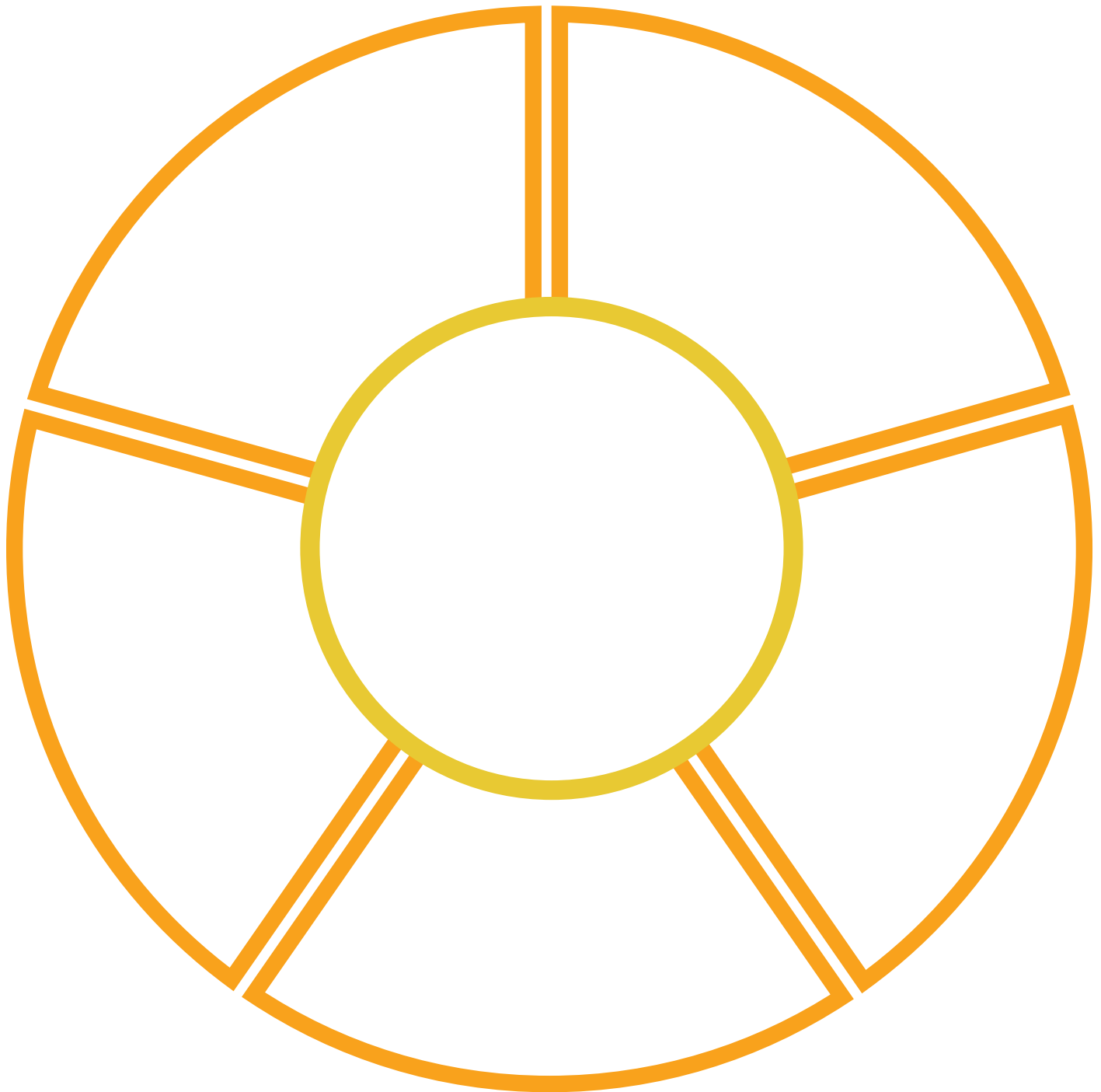
## WHAT WOULD YOU DO SCENARIOS

1. What would you do if you found money on the ground?
2. What would you do if your friend wanted you to take something from the lunch line and not pay for it?
3. What would you do if you knocked over a vase at home when you were playing and the adult was in the other room?
4. What would you do if a friend tells you a secret and asks you not to tell another friend?
5. What would you do if a friend invites you to do something your parents/guardians don't allow you to do?
6. What would you do if a friend asks you to play and you still have homework to do?
7. What would you do if your parent/guardian said you had to eat all your vegetables before you can have dessert but your dog is begging for them?
8. What would you do if a friend offers you candy at school when you're not supposed to eat it?
9. What would you do if you were playing with a baseball in the backyard and it broke a neighbor's window?
10. What would you do if you were putting your bike away in the garage and you scraped your parent/guardian's new car?

Use with FIRST GRADE **RESPONSIBILITY** activity: Rays of Responsibility

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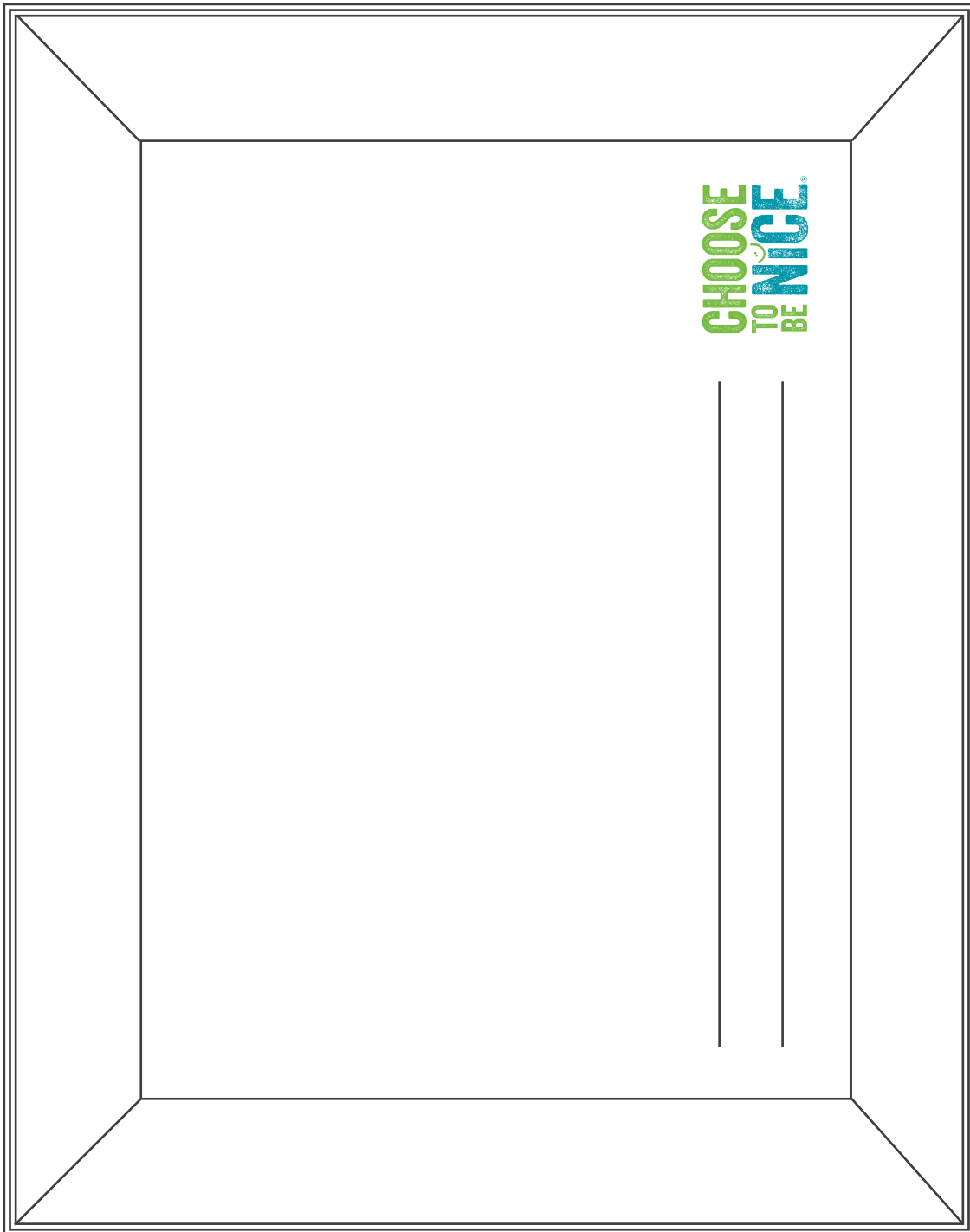
# RESPONSIBILITY SUN



Use with FIRST GRADE FRIENDSHIP activity: Friendship Frames

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# FRIENDSHIP FRAME



Use with FIRST GRADE PATIENCE activity: Planting a Seed

---

\_\_\_\_\_ 'S SEED

Draw your plant here:	Draw your plant here:
Date: _____	Date: _____

Draw your plant here:	Draw your plant here:
Date: _____	Date: _____

How did you show patience with your seed?

---

---

Use with FIRST GRADE **COURAGE** activity: Class Book of Courage

---

# MY COURAGE STORY

Name: \_\_\_\_\_

I showed courage when _____ _____ _____

Use with SECOND GRADE RESPECT activity: School Interviews

.....

Name: \_\_\_\_\_

# SCHOOL INTERVIEW QUESTIONS

Question # 1:

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Question # 2:

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Question # 3:




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Use with SECOND GRADE **KINDNESS** activity: Classroom Bucket of Kindness

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Use with SECOND GRADE **ACCEPTANCE** activity: Recess Queen Skits

.....

Name: \_\_\_\_\_

# HOW DOES IT FEEL?

How does it feel to be <b>accepted</b> ?	How does it feel to be <b>excluded</b> ?
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____



Use with SECOND GRADE **TEAMWORK** activity: The Tallest Tower

.....

Name: \_\_\_\_\_

# THE TALLEST TOWER REFLECTION

1. What worked well?

---

---

2. What was challenging?

---

---

3. What would you do differently if we played again?

---

---

Use with SECOND GRADE HONESTY activity: Letter to Ruthie

---



\_\_\_\_\_

*Date*

Dear Ruthie,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sincerely,

\_\_\_\_\_

Use with SECOND GRADE RESPONSIBILITY activity: Responsibility Role Playing

RESPONSIBILITY ROLE PLAYING CARDS

[tape/glue picture]

[tape/glue picture]

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Use with SECOND GRADE FRIENDSHIP activity: Buddy Book Making



**CHOOSE  
TO BE NICE**

### Buddy Book

By

\_\_\_\_\_

&

\_\_\_\_\_

One thing we like to do separately

is:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

One thing we like to do  
together is:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Three ways to be a good friend:

1. \_\_\_\_\_

\_\_\_\_\_

2. \_\_\_\_\_

\_\_\_\_\_

3. \_\_\_\_\_

\_\_\_\_\_

Use with SECOND GRADE PATIENCE activity: Turn-Taking Games

---

Name: \_\_\_\_\_

## PATIENT VS. IMPATIENT

<b>PATIENT</b>	<b>IMPATIENT</b>
How was Henry patient?  _____  _____  _____  _____  _____  _____  _____	How was Henry impatient?  _____  _____  _____  _____  _____  _____

Use with SECOND GRADE COURAGE activity: Letters of Courage

---



\_\_\_\_\_

*Date*

Dear Ruby,

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Sincerely,

\_\_\_\_\_

**CHOOSE  
TO BE NICE<sup>®</sup>**



# RESPECT AWARD

*This award is being presented to*

---

*for being polite and showing consideration  
for others and their differences.*



*Keep up the good work!!*



---

CHOOSE  
TO BE NICE<sup>®</sup>



**KINDNESS AWARD**

*This award is being presented to*

*for being nice and for being friendly  
to people wherever you go.*

*Keep up the good work!!*





**CHOOSE  
TO BE NICE<sup>®</sup>**

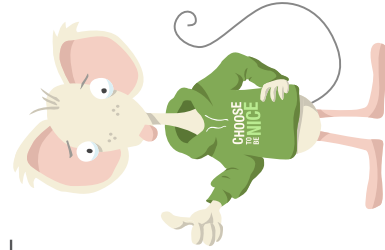


# ACCEPTANCE AWARD

*This award is being presented to*

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

*Keep up the good work!!*



CHOOSE  
TO BE NICE<sup>®</sup>

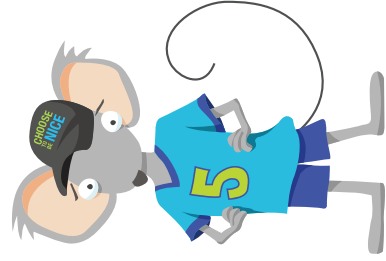


# TEAMWORK AWARD

*This award is being presented to*

*for being able to collaborate and  
work well with others.*

*Keep up the good work!!*



CHOOSE  
TO BE NICE<sup>®</sup>

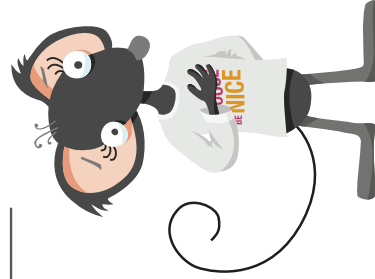


HONESTY AWARD

*This award is being presented to*

*for being truthful and fair.*

*Keep up the good work!!*



CHOOSE  
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# RESPONSIBILITY AWARD

*This award is being presented to*

*for being accountable for your  
own actions.*

*Keep up the good work!!*



**CHOOSE  
TO BE NICE<sup>®</sup>**



**FRIENDSHIP AWARD**

*This award is being presented to*

*for being a friendly companion that  
other people want to be around.*

*Keep up the good work!!*



**CHOOSE  
TO BE NICE<sup>®</sup>**



**PATIENCE AWARD**

*This award is being presented to*

*for being calm and understanding that  
some things take time and endurance.*

*Keep up the good work!!*



CHOOSE  
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# COURAGE AWARD

*This award is being presented to*

*for being brave and daring to be nice  
even when it's hard.*

*Keep up the good work!!*



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TO BE NICE<sup>®</sup>



# YEAR OF NICE AWARD

*This award is being presented to*



*for consistently exhibiting all nine  
Choose To Be Nice values throughout the year.*

*Congratulations and keep up the great work!!*



- RESPECT** **KINDNESS** **ACCEPTANCE** **TEAMWORK** **HONESTY**
- RESPONSIBILITY** **FRIENDSHIP** **PATIENCE** **COURAGE**



Send the Choose To Be Nice Promise Form home with students to share with their parents/guardians so they can make the promise too!

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School Name \_\_\_\_\_



*I promise to Choose To Be Nice and spread kindness wherever and whenever possible.*

First Name \_\_\_\_\_ Last Name \_\_\_\_\_

City/State \_\_\_\_\_

Please tell us one example of Choosing To Be Nice:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Send this letter home to parents/guardians at the start of the school year or program.

---

Dear Parent/Guardian,

Every day there are opportunities when children and adults have to make all kinds of choices. This year, our school is using a program called **Choose To Be Nice**.

A simple but powerful message, **Choose To Be Nice** is a social movement dedicated to encouraging and inspiring kindness. The goal is to improve the way people interact with each other by reminding them that they have a choice about how to “be” in the world. It all starts with a simple promise:

**“I promise to Choose To Be Nice and spread kindness wherever and whenever possible.”**

Your child will have an opportunity to make the Choose To Be Nice Promise by including his/her signature on a large banner at school. If you would like to make the promise as well, I’ve included a form for you to do so at home.

Part of the Choose To Be Nice School Program includes The Nine Nice Mice® Grades K-2 Learning Activity Guide. The **Nine Nice Mice**® will guide your child and our classroom community as we learn more about the values of respect, kindness, acceptance, teamwork, honesty, responsibility, friendship, patience, and courage. Each value is singled out, one at a time, during the course of the school year. Accompanying each value is a select piece of children’s literature I will read aloud to the class. Prompts for classroom discussion and hands-on activities are also included.

During the year, I will also be sending home Choose To Be Nice At Home Activity Books for each Choose To Be Nice value. The books feature short activities that you can do with your child to help reinforce what we are learning in class. (Please note the Choose To Be Nice At Home Activity Books are not considered formal homework.)

We are fortunate that we already enjoy a positive school and classroom community, but at the same time, we always strive to improve. We know your child/children will have fun learning about these important values through the Nine Nice Mice.

Please feel free to reach out to me at any time with questions, feedback, or concerns.

Sincerely,

---

Teacher’s Name



For free Choose To Be Nice activities and ideas, visit [www.choosetobenice.com/home-community-resources/](http://www.choosetobenice.com/home-community-resources/).



# CHOOSE TO BE NiCE<sup>®</sup>



**NINE NICE MICE<sup>®</sup>**