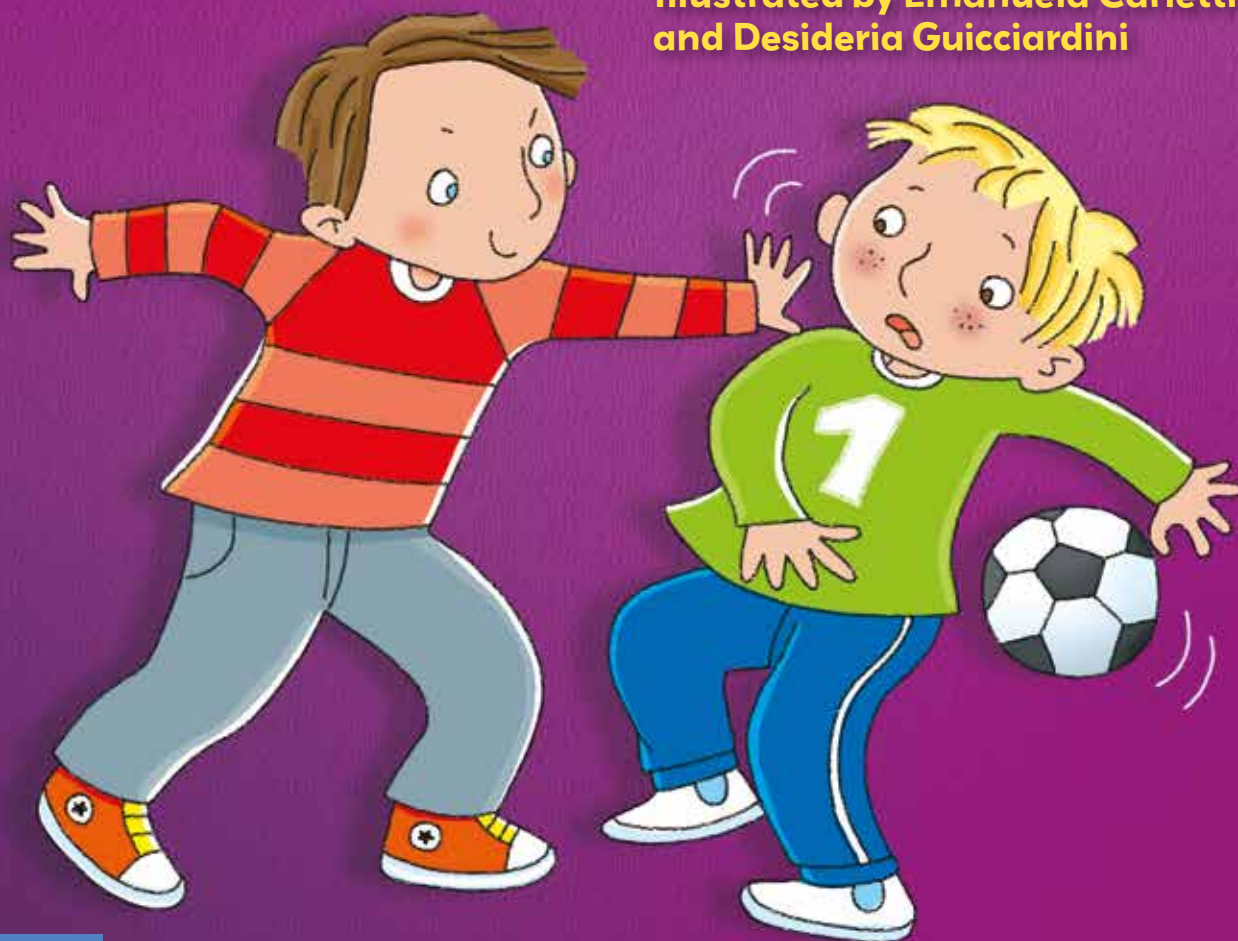


I Don't Want to Be Nice!

Sue Graves

Illustrated by Emanuela Carletti
and Desideria Guicciardini



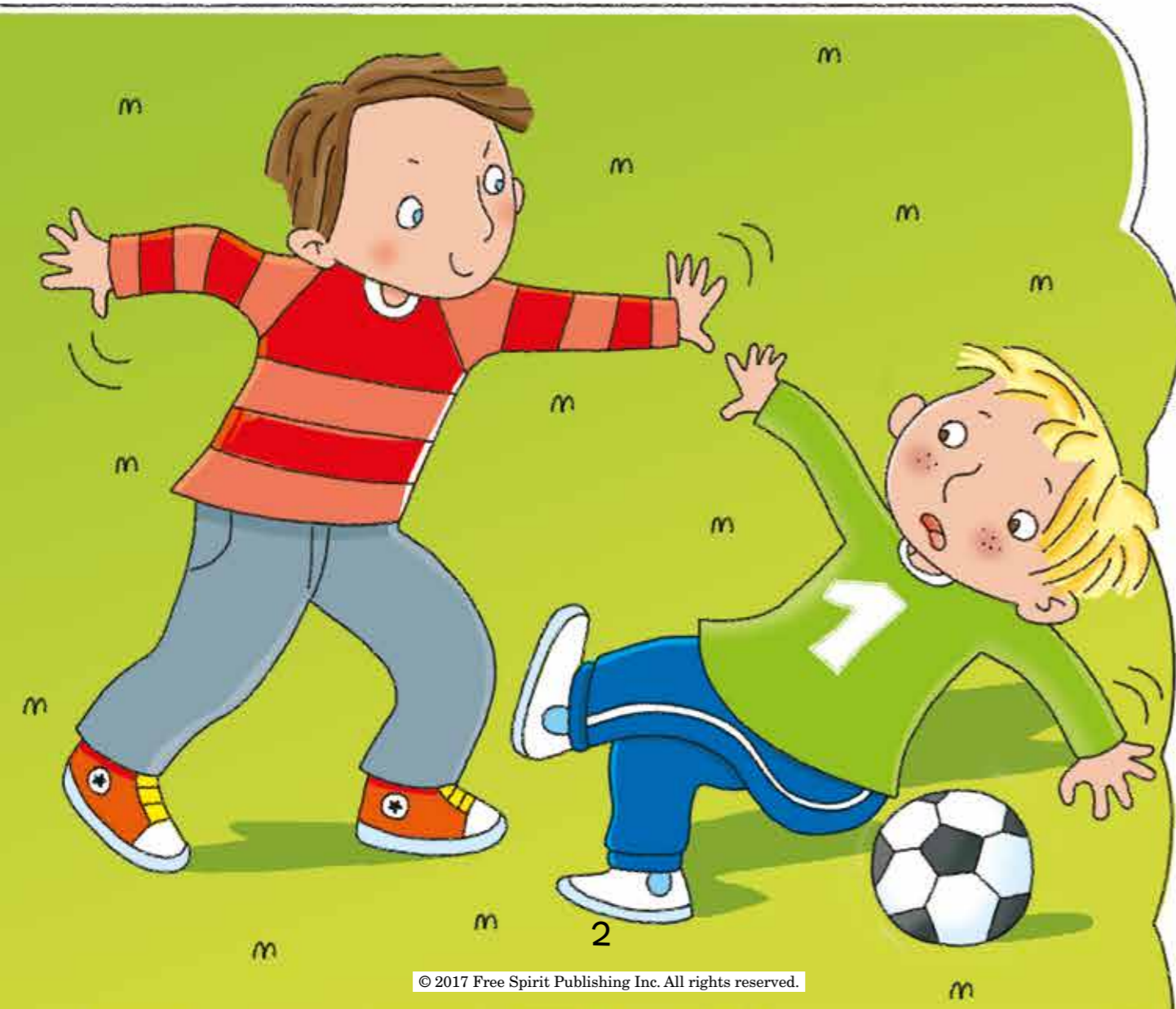
Finn was in Mr. Hare's class.
Finn was **not very kind**.
He cared mostly about himself.
He didn't help when Ahmed felt sick.



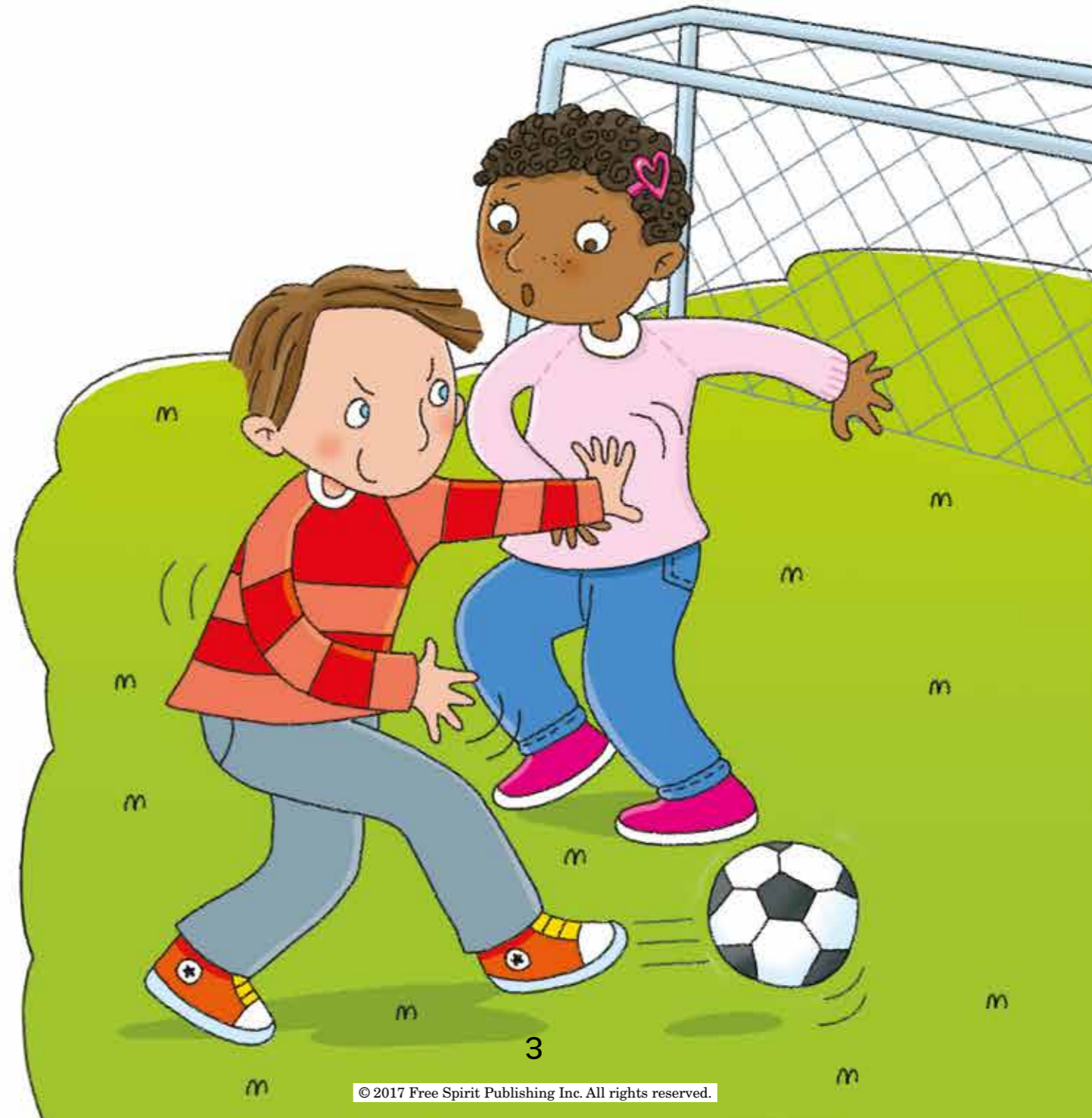
He didn't help Lily reach her coat.



At recess, everyone played soccer.
But Finn **didn't play fair**.
He knocked Freddy over.



He pushed Molly out of the way.





A note about sharing this book

The **Our Emotions and Behavior** series has been developed to provide a starting point for further discussion about children's feelings and behavior, in relation both to themselves and to other people.



I Don't Want to Be Nice!

This story looks at the importance of playing considerately with other children. It points out the importance of being aware of others' needs and being prepared to help rather than ignore others' difficulties.

Picture story

The picture story on pages 22 and 23 provides an opportunity for speaking and listening. Children are encouraged to tell the story illustrated in the panels: Henry and Amy are painting their pots until Amy snatches the green paint from Henry, spilling it on the table. Henry is upset that he cannot finish his pot, and a classmate comes to his rescue, scolding Amy for grabbing the paint. Amy feels bad for upsetting Henry. Finally, the three classmates finish decorating their pots together.

How to use the book

The book is designed for adults to share with either an individual child or a group of children, and as a starting point for discussion.

The book also provides visual support and repeated words and phrases to build confidence in children who are starting to read on their own.

Before reading the story

Choose a time to read when you and the children are relaxed and have time to share the story.

Spend time looking at the illustrations and discussing what the book may be about before reading it together.



After reading, talk about the book with the children

- What was the story about? Have the children ever felt angry or upset because someone did not play nicely and perhaps spoiled a game?
- Have they ever been mean to others? Invite children to relate their experiences. How did the other children respond to them? How did they make things right?
- Has anyone been inconsiderate or unkind to them at school or during a game? How did they feel? What did they do about it? Did someone, such as a teacher or an older child, help them resolve the problem? How?
- Ask the children to talk about the importance of playing fair. How does it improve a game? Point out that not playing nicely can spoil a game for others and also for themselves.



To Isabelle, William A., George, William G., Max, Emily, Leo, Caspar, Felix, and Phoebe—S.G.

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