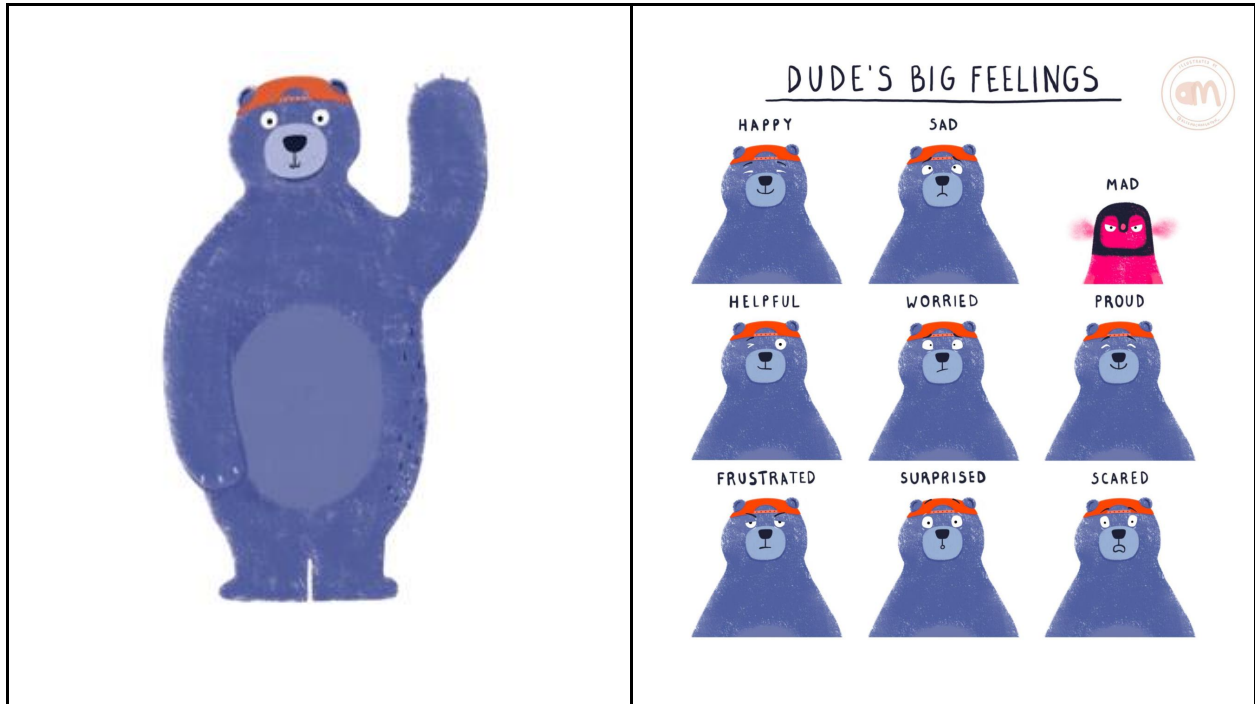


Incorporate **Dude. Be Nice** SEL and Extension Activities into Your Classroom



Select the tab for the Social Emotional Learning concept you'd like to incorporate in your classroom. You'll find the following in each lesson:

- Intro to the topic
- Discussion questions
- Activity that brings the concept to life
- Dance and sing to "[Do the Dude Dance](#)"





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Do the Dude Dance



Watch the Dude Dance.

Click to see the [Animated Dude Dance!](#)



Watch Kids doing the Dude Dance.

Click here to see [Kids Doing the Dude Dance!](#)






Teach **HOW** to do the Dude Dance.



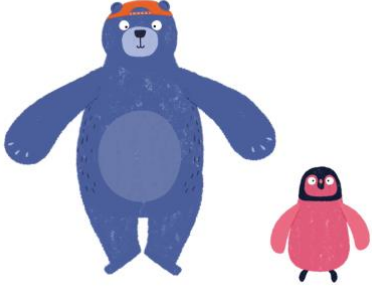

Click here for [How to Do the Dude Dance.](#)







Teach the Steps to the Dude Dance!

When the song lyrics Say this:	Do this! (Dude Dance Steps)	Like this:
Do the dude dance.	Beginning pose	
Clap twice.	Clap hands two times (toward right)	
Do the dude dance. Be nice!	Face front	

<p>Do the dude dance.</p>	<p>Jump left</p>	
<p>Clap twice.</p>	<p>Clap hands two times (toward left)</p>	
<p>Do the dude dance. Be nice!</p>	<p>Face front</p>	
<p>He's out to be nice and nice he'll be.</p>	<p>Point and bounce</p>	

<p>1-2-3</p>	<p>Arms up – shoulders – knees</p>	
<p>just wait and see</p>	<p>Bounce twice with hands on knees</p>	
<p>Shake it out from head to toes,</p>	<p>Shake your body</p>	
<p>Twirl around</p>	<p>Turn</p>	

<p>Now stop and pose.</p>	<p>Pose of your choice</p>	
<p>Do the dude dance.</p>	<p>Jump right</p>	
<p>Clap twice.</p>	<p>Clap two times</p>	
<p>Do the dude dance. Be nice!</p>	<p>Face front</p>	

<p>Do the dude dance.</p>	<p>Jump left</p>	
<p>Clap twice.</p>	<p>Clap two times</p>	
<p>Do the dude dance. Be nice!</p>	<p>Face front</p>	
<p>Final Beat</p>	<p>Pick an ending pose</p>	

**Note to dancers: the above are ideas for dance moves, but be creative. We want to see what dance moves feel right to you!*

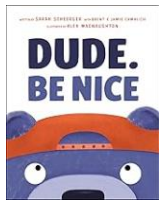
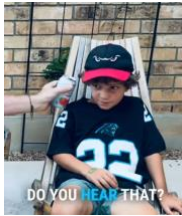

If you want to share a video of your students or children doing the “Dude Dance,” please email it to support@dudebenice.com or DM it via instagram to <https://instagram.com/dude.be.nice>. We just might share it with the world.



Kindness and Empathy Agenda



**More details on each of these agenda items below*

<p>Read <i>Dude. Be Nice</i> and Discuss</p>	
<p>Play Intro to Kindness Video Click link: Kid Interview with Walker</p>	
<p>Activity: Kindness Wall</p>	
<p>“Do the Dude Dance” Click the links to the right for videos. Song created by Mark Mekailian, Picoland Studio</p>	<p>Animated Dude Dance Kids Dancing the Dude Dance HOW to do the Dude Dance</p>

Discussion Questions (Kindness & Empathy)

- What is this story about?
- What is Dude trying to do?
- What is Fizz trying to do?
- What is the problem in this story?
- At the beginning of the story, Dude just wants to be nice. What mistakes does he make?
- Have you ever made mistakes like Dude's? (Example: You think you're doing something nice or helpful but the other person doesn't see it the same way.)
- What are examples from the story when someone is *actually* doing something truly nice?
- Find the places when Dude thinks he is being nice (but isn't really).
- If you're not sure that something is nice, what can you do?
- Brainstorm some things you can do or say that are nice.

Activity: Create a Kindness Wall

- Encourage students to "Notice" the kindness of others.
- When you notice something you can write it on the Kindness Wall
- You can also write a kind message for someone else on this wall, or a message of encouragement or gratitude.
- Be creative. Do whatever works for your students.
- Alternative but similar ideas: Kindness Jar, Kindness Notes, Gratitude Notes, "Noticing the good."
- Call attention to the notes at the end of the school day or the end of the school week.
- Ask the students how it felt to be kind. Talk about how being kind helps others and also feels good to us too.

Examples of a Kindness Wall:



Dance and sing to “[Do the Dude Dance](#)”

For Reference:

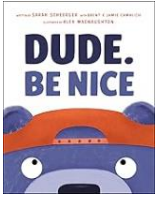

SEL Concepts

Kindness:	being considerate and nice to others, doing something thoughtful or helpful
Empathy:	when you feel “with” someone else, as if you are walking in their shoes

Friendship & Teamwork Agenda



**More details on each of these agenda items below*

<p>Read <i>Dude. Be Nice</i> and Discuss</p>	
<p>Play Video: Dude Be Nice Project video incorporating teamwork, friendship and kindness. Students trick their custodian and he walks into surprise of his life!</p>	
<p>Activity</p>	<p>Friendship Activity with Sticky Notes</p>
<p>“Do the Dude Dance”</p> <p>Click the links to the right for videos. Song created by Mark Mekailian, Picoland Studio</p>	<p>Animated Dude Dance</p> <p>Kids Dancing the Dude Dance</p> <p>HOW to do the Dude Dance</p>

Friendship Discussion

- Good friends care for and support each other. Look through the book. Find examples of friendship in this story.
- Find examples of friendship mistakes in the story.
- If you were Dude's best friend, what advice would you give him? Imagine you could be by his side on every page of the book and imagine he would listen to you, because he trusts you. What would you say to him?
- What do you think are the qualities of a healthy friendship?
- Think of your friends. What are things you like about them?
- How do you try to be a good friend to others?
- Are friendships always easy? Do friends sometimes make mistakes?
- When you have a problem within a friendship, how do you try to solve the problem?

Teamwork

- What is teamwork?
- How does Dude help himself by having a team?
- List all the places you find teamwork in the story.
- Find some places where Dude needed a team but didn't have one.
- Brainstorm types of problems you've solved with other people.

Friendship Activity: what qualities do you look for?

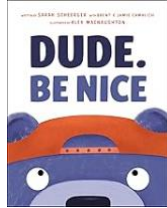

- Materials: sticky notes and poster board.
- Hand each student four sticky notes and ask them to write the qualities they look for in a friend.
- Organizing by theme, students place sticky notes on a poster board.
- Discuss.
- Ask students to identify the top three things to matter to them in a friendship.
- Ask them to think about whether they embody these qualities toward their own friends.

Dance and sing to “[Do the Dude Dance](#)”

Understanding Feelings Agenda



**More details on each of these agenda items below*

<p>Read <i>Dude. Be Nice</i> and discuss</p>	
<p>Activities:</p>	<p>-Feelings Charades -Feelings Drawing / Pictionary</p> 
<p>“Do the Dude Dance”</p> <p>Click the link to the right for videos. Song created by Mark Mekailian, Picoland Studio</p>	<p>Animated Dude Dance</p> <p>Kids Dancing the Dude Dance</p> <p>HOW to do the Dude Dance</p>

DUDE'S BIG FEELINGS



HAPPY



SAD



MAD



HELPFUL



WORRIED



PROUD



FRUSTRATED



SURPRISED



SCARED



Understanding Feelings Discussion

Did you know that we get clues that help us understand how we are feeling?

- Our feelings show up in our bodies.
- For example, when you are feeling really sad, your throat might feel tight or like it's hard to swallow. Your chest might feel heavy.
- Brainstorm how different feelings show up in our bodies (examples: sadness, anger, worry, joy)
- Our feelings can impact how we think too. Have you ever had the thought, "that's not fair!" or "They always pick on me?" or "I never get a turn." All those thoughts are likely impacted by feelings.

Did you know that we get clues that help us understand how other people are feeling? They show us in many ways, including the following:

- Their faces
- Their body posture
- Their words
- Their tone of voice
- Their actions

Discussing Feelings through [Dude. Be Nice](#)

Discussion Questions:

- Read the book alongside a feelings chart.
- On each page, how are the characters feeling?
- How did you know the characters were feeling this way? (Their words, faces, and bodies give us hints.)
- It is important to notice how our friends are feeling. Find times throughout the story when one character noticed how another character felt.
- It may be helpful to use a feelings chart for reference. If you don't have a feelings chart, you can print this list below and ask kids to circle the feelings they see. There are two versions based on the age/maturity of your students.

Simple Feelings Chart

Happy	Sad	Mad
Helpful	Worried	Proud
Frustrated	Surprised	Scared

More Detailed Feelings Chart

Helpful	Happy	Frustrated	Tired
Sad	Silly	Calm	Hurt
Worried	Lonely	Annoyed	Shy
Bored	Jealous	Confused	Surprised
Energetic	Embarrassed	Excited	Friendly
Angry	Proud	Disappointed	Stressed
Clueless	Empathic		

Draw a Feeling

Did you know that we show our feelings on our faces and in our bodies?
Using the space below, draw a feeling. You can draw a face or a body or a symbol.

**Write the name of the feeling on the reverse of this paper
so that your friends can guess which feeling you drew.**

Guessing Game: Charades and/or Pictionary

Remind students that we show our feelings on our faces and in our bodies?

Using the feeling drawings created above, have students post their feelings around the room. Using sticky notes, have students walk around the room and vote their guesses on the feeling represented.

Alternatively, students can play feelings “charades” and allow friends to “guess” their feelings based on their acting skills.

There are many possible iterations of this game:

- Using the feeling drawn above
- Handing out feeling cards to use for charades
- Pictionary type game
- Students can also illustrate multiple different feelings on one handout, as below.

Examples of Feeling Images



Draw Your own Feeling Images

Happy	Sad	Mad
Helpful	Worried	Proud
Frustrated	Surprised	Scared

Dance and sing to “[Do the Dude Dance](#)”



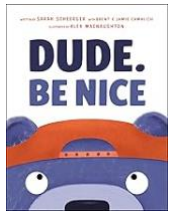

For Reference SEL Concepts to Share:

Perspective Taking	When you can see something through someone else's eyes
Kindness:	being considerate and nice for others, doing something thoughtful or helpful
Empathy:	when you feel “with” someone else, as if you are walking in their shoes, a deep understanding

Active Listening Agenda



* *More details on each of these agenda items below*

<p>Read <i>Dude. Be Nice</i> and discuss</p>	
<p>Activity</p>	<p>Active Listening Activity</p> 
<p>“Do the Dude Dance”</p> <p>Click the link to the right for videos. Song created by Mark Mekailian, Picoland Studio</p>	<p>Animated Dude Dance</p> <p>Kids Dancing the Dude Dance</p> <p>HOW to do the Dude Dance</p>



Discussion questions:

- Does Dude listen to Fizz? (Why or why not?)
- What did Dude forget to do? (Listen and also ask)
- How do you know someone is listening to you?
- How does your body SHOW if you are listening? (Add to this list)

Active listening skills

Listening	Not fully listening
<ul style="list-style-type: none">• Eye contact• Nodding• Waiting your turn to share	<ul style="list-style-type: none">• Looking away• Talking to someone else• Looking at a screen

Qualities of Active Listening:

Pay attention. Show with your body that you're listening	(Eye contact, nodding, waiting your turn)
Show with your words that you are listening.	<ul style="list-style-type: none">• Reflect back What I heard you say was... It sounds like. . .• Say something empathic. That must be so hard.• Offer to support What can I do to help?• Ask to know more. Tell me more about that. Ask clarifying questions What did you mean by. . .

**Sometimes people listen to "respond" rather than listen to "understand". Listening to understand feels more like true listening.*

Active listening Activity

Practice “Active Listening” with a seat partner.

- Break into pairs or table groups
- One person picks a prompt from below and shares it
- Group members practice responding.

Prompts:

Tell something fun you did yesterday	Share about your favorite present ever
If you could eat anything for dinner tonight, what would it be?	If you could have a superpower, what would it be?
What is your favorite movie or book or game and why?	Tell the most boring story you can imagine.
Come up with your own prompt.	Come up with your own prompt.

Reminder, Here Are Qualities of Active Listening:

Pay attention. Show with your body that you're listening	(Eye contact, nodding, waiting your turn)
Show with your words that you are listening.	<ul style="list-style-type: none">● Reflect back What I heard you say was... It sounds like. . .● Say something empathic. That must be so hard.● Offer to support What can I do to help?● Ask to know more. Tell me more about that. Ask clarifying questions What did you mean by. . .

Dance and sing to “[Do the Dude Dance](#)”



Responsibility Pie vs. the Blame Game Agenda



**More details on each of these agenda items below*

<p>Read <i>Dude. Be Nice</i> and discuss</p>	
<p>Activity</p>	<p>Responsibility Pie DUDE'S RESPONSIBILITY PIE</p> 
<p>“Do the Dude Dance”</p> <p>Click the link to the right for videos. Song created by Mark Mekailian, Picoland Studio</p>	<p>Animated Dude Dance</p> <p>Kids Dancing the Dude Dance</p> <p>HOW to do the Dude Dance</p>

Discussion Questions

- In this story, what is Dude responsible for?
- What is Fizz responsible for?
- For Dude, when Fizz floats away, how much of that pizza pie is Dude's responsibility? How much of the responsibility belongs elsewhere?

DUDE'S RESPONSIBILITY PIE



Responsibility Pie vs. the Blame Game

- The Blame Game is when you point fingers and blame others when things go wrong.
- Taking responsibility is the opposite of that. Taking responsibility means figuring out what part of the problem you own?
- What does it mean to be responsible?
- What does it mean to “take responsibility?”
- Think of a pizza pie. There are many slices of that pie. When something goes wrong, you can think of the situation as a pizza pie. How many slices do you take responsibility for?

DUDE'S RESPONSIBILITY PIE



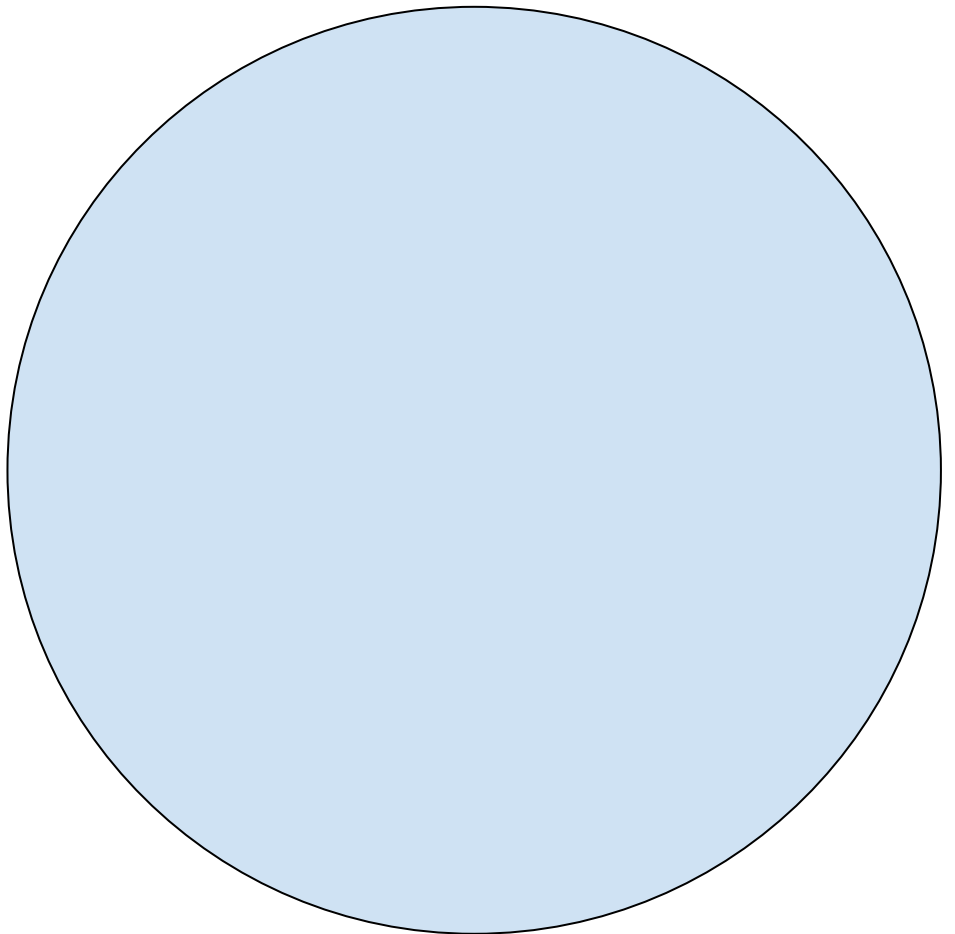
Dude's Responsibility Pie

Find a page
in the book
where
something
goes wrong.

Figure out
what slice of
the
Responsibility
Pie Dude
owns.

How about
Fizz?

Draw slices to
show this.

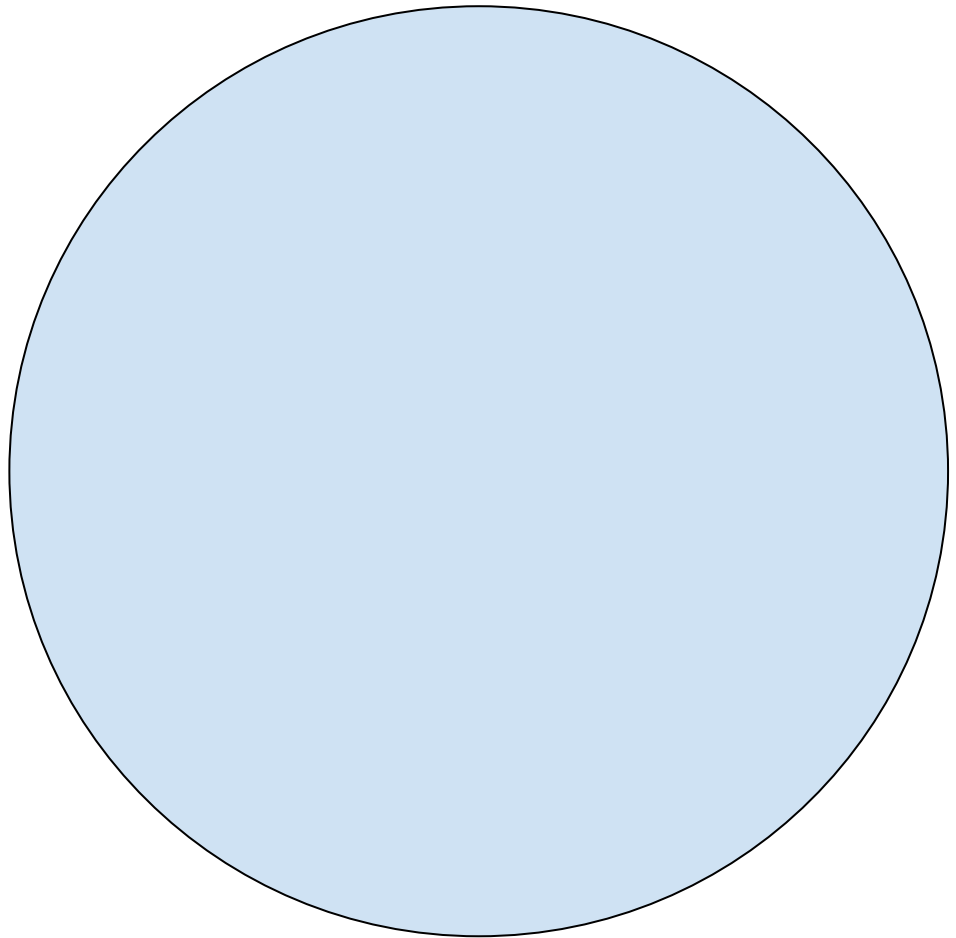


's Responsibility Pie

Use the responsibility pie to show a situation where you made a mistake and something went wrong.

How much of the pie do you own?

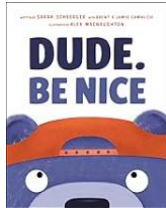

Draw slices to show this.



Coping Skills Agenda



**More details on each of these agenda items below*

<p>Read <i>Dude. Be Nice</i> and discuss</p>	
<p>Activity</p>	<p>Make a Coping Card</p> 
<p>“Do the Dude Dance”</p> <p>Click the link to the right for videos. Song created by Mark Mekailian, Picoland Studio</p>	<p>Animated Dude Dance</p> <p>Kids Dancing the Dude Dance</p> <p>HOW to do the Dude Dance</p>

Coping Skills Discussion

- When you are feeling really upset, how do you help yourself feel better?
- Find a place in this story where a character is upset. What do you think the character does to help themselves feel better?
- If you were this character's best friend, what would you say or do to support them?



Coping Skills:	Healthy things you can do to help yourself feel better when you are upset
-----------------------	---------------------------------------------------------------------------

MY COPING SKILLS

How I help myself feel better

(Circle the ones that work for you. Add your own)

Talk to someone you trust	Listen to music	Breathe deeply	Take a walk with a grownup
Exercise	Read a book	Write/Draw in a journal	Spend time with a pet
Take some time for yourself	Find a healthy distraction	Center yourself and notice your senses. What do you see, hear, feel, smell and taste?	Practice Yoga
Hug a stuffed animal	Sing a song	Play outside or Get fresh air	Blow bubbles
Organize or Clean	Use your imagination		

Activity: Make a Coping Card

- Hand out index cards
- Encourage kids to write or draw images of all the things that help them feel better when they are upset.
- Laminate these cards.
- Place them on or in their desks so that they can remind themselves when they are upset.
- Encourage kids to help their friends “remember” about their coping card when feeling sad.
- Practice using the coping cards when kids are having a hard day. They can simply point to the coping skill they want to use, and be encouraged to use it.

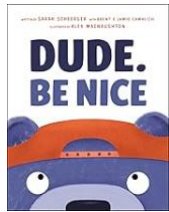

Dance and sing to “[Do the Dude Dance](#)”



Consent Agenda



More details on each of these agenda items below

<p>Read <i>Dude. Be Nice</i> and discuss</p>	
<p>Activity</p>	<p>Consent Activity</p> 
<p>“Do the Dude Dance”</p> <p>Click the links to the right for videos. Song created by Mark Mekailian, Picoland Studio</p>	<p><u>Animated Dude Dance</u></p> <p><u>Kids Dancing the Dude Dance</u></p> <p><u>HOW to do the Dude Dance</u></p>

Consent

- In the story, Dude wants to be nice. But what does he forget to do? (He forgets to ask if people want help first.)
- What does it mean to “consent?” (to give or get permission for)
- What are examples of things people ask for consent/ permission for (before doing)?
- What are examples of things people don’t always ask for consent for? Should they ask for consent for those things?
- How does it make you feel when someone asks your permission before doing something? How does it make you feel when they don’t?

Consent: Agreeing to do something or to have something done.

Give permission for. Or get permission for. Asking first.

Consent Activity, Freeze Dance Style

- Give the students instructions. You will play music and they can dance. When the music stops, they freeze.
- You will then say something (an action). If they think consent is needed, they raise one hand. If they don't think consent is needed they stay frozen.
- Turn the music back on and repeat.
- Below are sample "consent" items to ask, but please feel free to come up with more that are relevant to your students.
- Samples:
 - Hugging someone. Should you ask first? (if yes, raise a hand)
 - Breathing. Should you ask first?
 - Borrowing a pencil. Should you ask first?
 - Playing with someone at recess. Should you ask first?
 - Eating lunch. Should you ask first?
 - Tickling someone. Should you ask first?
 - Eating the last cookie. Should you ask first?
 - Going to the bathroom at home? Vs Going to the bathroom at school. Should you ask first?
 - Talking. (In class vs. at home vs. at recess) Should you ask first?
 - Add more!
 - Once the game is over, have everyone sit back in their seats and discuss.

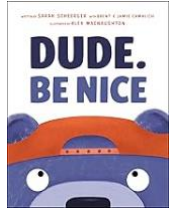

Dance and sing to “[Do the Dude Dance](#)”



Growth Mindset & Goals Agenda



**More details on each of these agenda items below*

<p>Read <i>Dude. Be Nice</i> and discuss</p>	
<p>Activity</p>	<p>Growth Mindset & Goals</p> 
<p>“Do the Dude Dance”</p> <p>Click the links to the right for videos. Song created by Mark Mekailian, Picoland Studio</p>	<p>Animated Dude Dance</p> <p>Kids Dancing the Dude Dance</p> <p>HOW to do the Dude Dance</p>

Discussion: Growth mindset

- Making mistakes helps us learn. Did you know that? So when you make a mistake, you can congratulate yourself. “Good mistake, there! Lots of learning will come from that.”
- What mistakes did Dude make in this story?
- How did he learn from his mistakes?
- What do you think he’ll do differently next time?
- *How do we know what we don’t know?*
 - Part of our learning comes when people teach us.
 - Part of our learning comes from making mistakes and learning from them.
 - Sometimes we’re not even aware that we’ve made a mistake at first.
 - Good friends can help us realize when we’ve made a mistake.
 - There are kind ways to tell someone that they’ve made a mistake. The way you share this matters.
- In the story, Fizz realized that Dude was making a mistake. How did she try to help him?
- If something is hard for you, you can tell yourself “not YET but SOON.” A good example is learning to ride a bike or do a cartwheel or do the monkey bars at school. You may not get it right away, but if you keep practicing, most likely you will SOON.



Discussion: Setting Goals

- What is a goal?
- What goal did Dude have in this story? Did he get it right on the first try? If not, how did he learn?
- What goals do you have? Is there something you'd like to learn how to do?
- Discuss both individual and class goals.

Growth Mindset:	Understanding that we are always growing and learning and that making mistakes is a part of how we learn.
Goal:	Something you work toward or want to accomplish

Classroom Puff Jar:

Community Building Goal Activity (plus Growth Mindset).

- Create a classroom Puff Jar. You will need a small jar or container. You will also need a bag of cotton balls.
- Brainstorm a classroom goal. (Something the kids all want to work on collaboratively.)
- Brainstorm steps to that goal.
- Brainstorm how your class would like to celebrate accomplishing that goal.
- Guesstimate how long it will take to accomplish the goal.
- Talk about growth mindset related to that goal. Mistakes will be made. How can we encourage each other to keep trying? Talk about what that kind of encouragement looks like (and doesn't look like).
- Decide upon a way to "measure" progress toward that goal. Set benchmarks.
- Each time your class or individuals in your class make progress toward that goal, drop a cotton ball into the jar.

- When the jar is full, the class earns their class reward.
- Examples of types of goals:
 - All garbage in the can
 - Sustained quiet work time
 - Books read
 - Good listening
 - Kind words only
 - Helpful acts for others
- Examples of types of rewards:
 - Pajama day
 - Class movie
 - Class party
 - Class reading party
 - Extra free time

Bingo! Growth Mindset Activity

- Hand out 4 index cards to each student
- On 2 index cards they write a skill they have mastered
- On 2 index cards they write a skill they want to learn, but don't have YET
- Gather the cards. Look through them to find good candidates for the next part of the activity. You are looking for skills that are reasonable and safe for a student to want to master within the next year or two. Use these selected skills for the next step of the game. If there are not enough, you can add your own.
- Use them to create a bingo game. Write one activity in each box of the grid.
- Play bingo with this grid. Getting a bingo is finding a row of things you cannot do YET. This normalizes the idea that it's fine to NOT know how to do things and we are all working toward different skills.

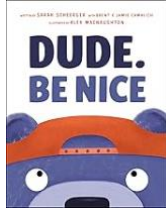

- Ask students to identify one or two of these goals they would like to practice. Break down the skills needed for this goal and or the practice time.
- Every day for a month, ask the students to practice their skill.
- Check back in regarding their progress toward the goal.
- Modifications for this activity:
 - You can simply gather all the index cards and do a “sort” in which you shuffle the cards and let them put some in the “not yet” pile and some in the “now” pile. You can pair kids who have mastered a skill with those who have not and let them teach other (if safe to do so).
 - If your students are too young to write out the cards, you can write the cards for them.
 - You can use a premade bingo card



Sharing is Caring Agenda



**More details on each of these agenda items below*

<p>Read <i>Dude. Be Nice</i> and discuss</p>	
<p>Activity</p>	<p>Share any of the activities done thus far with another class or school or with parents</p> 
<p>“Do the Dude Dance”</p> <p>Click the links to the right for videos. Song created by Mark Mekailian, Picoland Studio</p>	<p>Animated Dude Dance</p> <p>Kids Dancing the Dude Dance</p> <p>HOW to do the Dude Dance</p>

Sharing is Caring Discussion

- How does it feel when you share with other people?
- How do you feel when someone shares with you?
- What Dude. Be Nice Projects have you done that you'd like to share with other people?
- Ideas for sharing:
 - Share the book as a read aloud
 - Give the book as a gift
 - Share your Kindness Wall
 - Share your Dude Dance
 - Teach your Dude Dance
 - Share your Friendship Activity
 - Share your Classroom Puff Jar
 - Share your Coping Cards
 - Share with parents
 - Share with another class of students
 - Share with another school
 - Share with another town
 - Share with another country
 - Share your Dude Dance with the world (directions below)



Do the Dude Dance



Watch the Dude Dance.

Click to see the [Animated Dude Dance!](#)



Watch Kids doing the Dude Dance.

Click here to see [Kids Doing the Dude Dance!](#)



Teach **HOW** to do the Dude Dance.

Click here for [How to Do the Dude Dance.](#)



Additional Ideas:



- Do you have budding authors and illustrators in your class? How about budding business owners?
- Want to find out more about the meaningful projects the [company dude. be nice.](#) brings to communities?
- Want to bring the [company dude. be nice](#) to your school or community?
- Want to extend this to a weeklong activity?
- Do you want to extend it to your entire school campus?

Check out the subtabs in this section for more on all of the above!

Be a Dude. Be Nice class. Have a Dude. Be Nice week.

Be a Dude. Be Nice SCHOOL!

For Little Illustrators



- Do you have budding illustrators in your class?
- Interview with Alex, the illustrator of [Dude. Be Nice](#)
[The Untold Story Behind this Children's Book](#)



- This is a photo of Alex as a child, on her first day of school. Do you think she knew she'd be an illustrator someday?



For Little Authors:



- Do you like to tell stories?
- YAAAYYYYY!

Sarah does too! Sarah loved to tell stories even as a very young kid. She and her best friend used to have “story writing” playdates.

- This is Sarah in elementary school (and yes, she really did wear that on picture day!):



Interview with the author:

Fizz: Tell us the story of when the character Dude was born.

Sarah: When I'm not an author, I'm a school-based counselor. I wanted to show a video to a group of students about kindness, altruism and paying it forward. I came across a video that had been filmed in my home town.

Fizz: I like videos.

Sarah: Do you want to see this one?

Fizz: Thank you for asking.
YES!!!!!!

Sarah: Sure. Click on this link to watch the video.

[Students trick their custodian and he walks into surprise of his life!](#)



Fizz: (sniffle) Awwww.... That was so touching.

Sarah: Exactly! That's what I thought too. That was the

moment when the spark of the idea popped into my head. When I get ideas like that I have to grab them, or they disappear.

Fizz: I get ideas too.

Sarah: I bet! That's great. Later I reached out to the DBN Company. I met Brent and Jamie and together we started talking about creating a character named Dude.

Fizz: Was that when Dude was born?

Sarah: Not just yet. First the DBN team came to visit the school where I work. They filmed a video there too. Here is is if you want to watch it:

[Teachers Tricked into Most Meaningful Meeting Ever](#)



Fizz: (Sniffle) Those videos are amazing. That must have been when Dude was born.

Sarah: Not yet. We tried many different versions of Dude. Over the course of many years, we created multiple different Dude characters, searching for the right one.

Fizz: How did he look?

Sarah: I'm an author, not an illustrator, so these early versions were just different ways his character "sounded" through the words that were chosen.

Fizz: I'm confused.

Sarah: Want to see an example?

Fizz: Yep!

Sarah: Below I will show you three different ways Dude's story started.

Early Version:

In this early version, I was trying to have the story plot align with the actual surprises that the DBN company has done, with the character planning a surprise for his school. I wanted this version to be for very young readers. The story rhymed and each page turn revealed something new. Dude was walking to school and trying to do nice things along the way. Here's the intro:

Dude can't wait to get to school.

He's planning a surprise.

Dodging legs and spinning wheels

When suddenly he spies. . .

Middle Version:

In this middle version, my narrator talked directly to Dude, and I was trying to be more snappy and voice-ey. In this version, Dude was planning to surprise someone special, but getting it all wrong. Here's the intro:

Dude! Wassup?

Besides the sky, of course.

Hee-hee—that one always cracks me up.

Ooh. Whatcha got there, Dude?

Is that cake?

Your famous double-decker cookie-cake?

Final Version:

In this last version, I wanted to change my humor to be more deadpan. Rather than planning a big surprise for his school, in this version, Dude is just trying to be nice to everyone. Only... he's forgetting a few things. He's forgetting to think about how his "nice" acts are feeling to his peers. He's forgetting to ask permission. He's forgetting to listen and consider others. Here's the intro:

Meet Dude.

Dude's a nice dude. (Most of the time.)

He says "please" and "thank you," he picks up trash, and he's always cheerful.

Fizz: I like that one best too.

Sarah: Agreed. It was hard work to re-imagine Dude, but I'm glad we didn't give up. I like the final version of Dude best. And then our amazing illustrator Alex drew all the illustrations.

Fizz: Is that when Dude was born?



Sarah: Yes, I suppose so.

Fizz: Excellent! I'm off to buy balloons!
A great big bunch of helium balloons!

Sarah: Balloons?

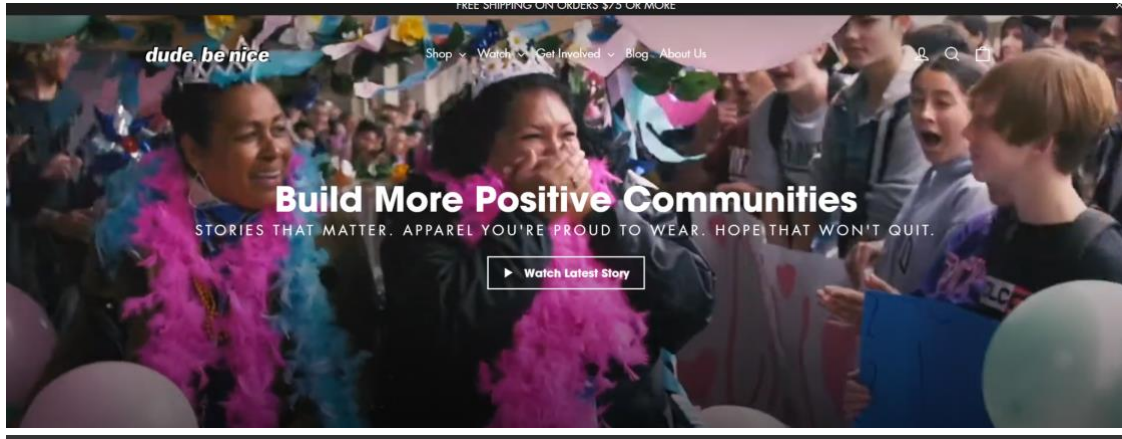
Fizz: YES! To celebrate Dude's birthday!

Sarah: Okay, uh... just be careful...



**DUDE.
BE NICE**

The Inspiration for [dude. be nice](#)



- Click below for some favorite [dude. be nice](#) videos.

(Please preview videos before showing them to a classroom to make sure they are the right fit for your student age group)

[Students trick their custodian and he walks into surprise of his life!](#)

[Students Surprise Awesome Teacher with New Ride! 🚗](#)

[A Special Surprise for a Lucky Family](#)

[Teachers Tricked into Most Meaningful Meeting Ever](#)

[Big Surprise for this Awesome Little Guy](#)

[Inspiring Potato Farmer gets Unexpected Celebration](#)

[Students pull trick play to honor their favorite coach! - Video](#)

[GOT HER! STUDENTS' STUNT LEAVES TEACHER](#)

[SPEECHLESS](#)

[Principal Served Surprise of his Life!](#)

[Teens Stun Security Guard Bringing him to Tears!](#)

[Substitute teacher had no idea how much students loved him - Video](#)

[Supersized Surprise Leaves Local Leader Speechless](#)

[School Volunteer Blown Away by Student Surprise - Video](#)

[This amazing woman gets EPIC surprise from students across Oregon.](#)

[Kids throw BIG surprise for BIG-hearted school volunteers - Video](#)

[Watch kids prank favorite teacher all to set up heartfelt surprise - Video](#)

[High school knocks it out of the park for their favorite fan.](#)

[School's favorite security guards overwhelmed with pop-up parade!](#)

[Slam dunk surprise makes this amazing guy feel like a king.](#)

[Massive mob overwhelms school's favorite police officer!](#)

[He had no idea the spotlight was about to be turned on him - Video](#)

[High School Says Thanks with a Surprise - Video](#)

[Kids surprise their real life superhero with a bucket list dream come true! - Video](#)

[Students serve food services worker surprise of her life - Video](#)

[Former Cop's Surprise Caught on Camera!](#)

[Inspirational Teacher Blindsided by Big Surprise!](#)

[Supersized Surprise Leaves Local Leader Speechless](#)

And MANY MORE videos and cool things.

[More Good Stuff – Dude. Be Nice](#)

- **What was the inspiration** for the [company dude. be nice](#) and how did it get started?
- **Click below for info about the meaningful projects** the [company dude. be nice](#). brings to communities. If you would like more information about the school visits/assemblies, and

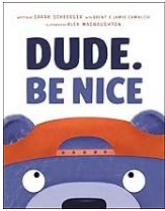
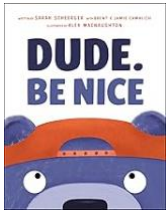
community based projects they offer, reach out to them directly for more info.

- Click below for our “music video” announcement about our picture book! [I Wasn't Sure How to Say this... #dudebenice #elementaryeducation](#)



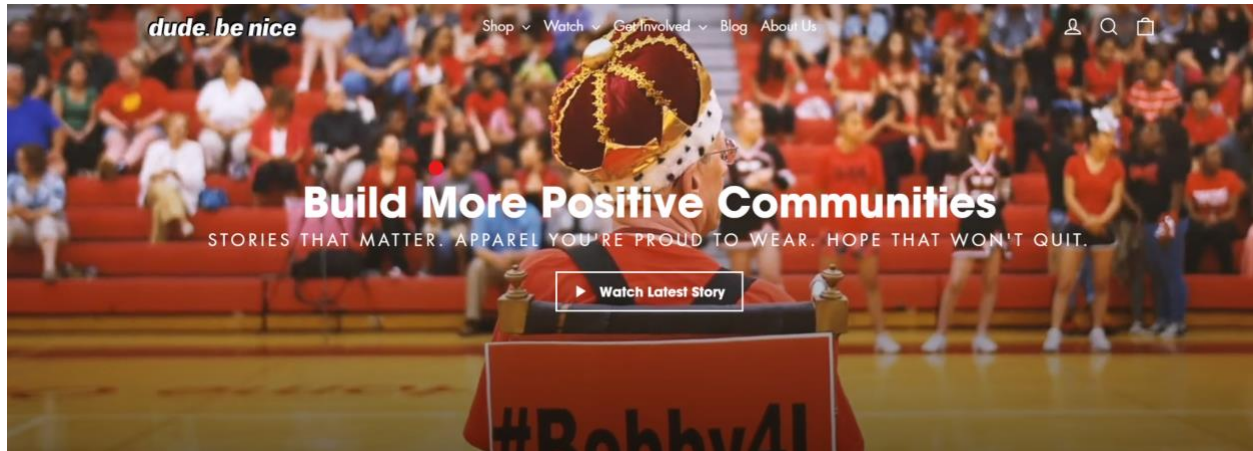
Want to plan a whole week of activities?

Sample Dude B. Nice Week with Your Classroom

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Read the book.</p>  <p>Kindness/Empathy Discussion Prompts</p> <p>Make a Kindness Wall Activity</p> <p>Get moving with the “Do the Dude Dance”</p>	<p>Add to the Kindness Wall</p> <p>Friendship / Teamwork Discussion Prompts</p> <p>Friendship Activity</p> <p>Get moving with the “Do the Dude Dance”</p>	<p>Feelings Discussion and Identification</p> <p>Feelings Activity: Charades/ Pictionary/ Feelings Chart</p> <p>Add to Kindness Wall</p> <p>Get moving with the “Do the Dude Dance”</p>	<p>Active Listening & Responsibility Pie</p> <p>Active Listening Game</p> <p>Add to the Kindness Wall</p> <p>Get moving with the “Do the Dude Dance”</p>	<p>Growth Mindset Discussion</p> <p>Share</p> <ul style="list-style-type: none"> -the book - your Kindness Wall -& the Dude dance <p>With other classrooms or parents</p> 

One Book. Your Class/School. Free downloadable SEL Activities. Fun videos. What will YOU do to cultivate kindness?

Want to be a Dude. Be Nice School?



Here's how:

- Design a school-wide positivity project.
- Implement it.
- Take videos and/or photos.
- Share with us via email at support@dudebenice.com or DM it via instagram to <https://instagram.com/dude.be.nice>. Your content will be considered for inclusion in one of our upcoming videos or posts. We just might share it with the world.

Need ideas for a school-wide positivity project?

- Pick an unsung “hero” on campus to honor
- School wide trash pick up
- Donation Drive
- Do the Dude Dance, talk about Dude and Fizz’s message

- “Catch the Kindness” where you honor observed kindness every day, through a school wide kindness wall.
- Set up a school visit! Depending on location, we may offer in person or virtual visits.
- Come up with your own idea!



Bring out the good

Creative Team



Alex MacNaughton

Alex is an illustrator who lives in London with her partner and scruffy pooch. She loves animals, drinking tea, and knitting. This is her first picture book.



Sarah Scheerger

Sarah is an author and mental health clinician. She provides school-based counseling services for “at promise” youth and helps them figure out who they are and who they want to be. The Dude. Be Nice organization caught her attention and served as inspiration for Dude. This is her tenth book. For more information and fun activities related to her books, check out her website at www.sarahlynnbooks.com



Brent Camalich

Brent is the owner of Dude Be Nice, whose videos celebrating unsung heroes have generated more than 80 million views. He's a kid at heart. He lives in Austin, Texas, with his wife and two children. For more info and uplifting videos, check out the dude. be nice organization @dudebenice.com or follow them on social media @dude.be.nice.



Jamie Camalich

Jamie has worked in education for 19 years, and was named “Teacher of the Year” at Bear Creek Elementary. She lives in Austin, Texas with her husband and two children. This is her first picture book.

