



Asset Building Champions

ASSETYEAR



Book of the Month

Title: One
Author: Kathryn Otoshi
Illustrator: Kathryn Otoshi
Publisher: KO Kids Books

Key Phrase
It Just Takes
One!



BOOK SUMMARY

Simple illustrations tell a powerful story about bullying and bystander intervention. The book follows Red, who uses bullying tactics to intimidate others. The One character, representing an upstander, shows the other colors that they have the power to respond positively to bullying. By working together, the colors become stronger and less vulnerable. "One" also teaches valuable lessons about belonging and inclusion. In the end, the book offers a message of hope by showing that even those who use bullying behaviors can change, and everyone deserves to feel like they matter.



FRAMEWORK

Social Emotional Learning:

Relationship Skills: Communicating Effectively, Resolving Conflicts Constructively, Resisting Negative Social Pressure, Showing Leadership in Groups, Standing Up for the Rights of Others

Self-Management: Managing One's Emotions, Showing the Courage to Take Initiative, Demonstrating Personal and Collective Agency

Responsible Decision-Making Skills: Identifying Solutions for Personal and Social Problems, Reflecting on One's Role to Promote Personal, Family, and Community Well-Being

Developmental Assets:

Boundaries and Expectations: Positive Peer Influence

Positive Values: Integrity

Social Competencies: Interpersonal Competence, Resistance Skills

Positive Identity: Personal Power, Self-Esteem, Positive Cultural Identity

Support: Caring School Climate

Empowerment: Safety

Developmental Relationships:

Express Care: Encourage

Challenge Growth: Expect my best, Stretch

Provide Support: Navigate, Empower, Advocate, Set boundaries

Share Power: Respect me, Include me, Let me lead

Expand Possibilities: Inspire, Connect, Broaden horizons



GOALS

- Understand that feelings count and it's important to have empathy for others.
- Intentionally, commit to *stand up* to help someone in need, to be the *one*.
- Learn and utilize the *power of one* to make a difference at school, in your community, and in the world. (It just takes *one* to make a difference!)
- *Everyone counts* - has a voice to make a difference and be an agent for change.
- With an *open heart*, offer second chances to others to allow for changes in behavior.



KEY IDEAS

Kathryn Otoshi, the author of *One*, describes her book, "The theme is acceptance and tolerance. How one voice can count and affect change. Many times, we think, 'I'm so small. What can I do?' But we do have an effect! It's about changing thinking. When one person stands up for something, it might be just enough to tip the next person over and inspire him or her to also stand up."

"One" teaches valuable SEL concepts through its story of acceptance and bystander intervention. The book encourages students to:

- Be Upstanders: Even small acts of kindness can challenge bullying behavior.
- Embrace Inclusion: Everyone deserves to feel like they belong.
- Support Each Other: We're stronger when we work together.
- Believe in Change: People can learn and grow from their mistakes.

The book's simple illustrations spark discussions about emotions and complex social issues like bullying. "One" is a springboard for conversations about how to be a good friend, stand up for what's right, and build a more inclusive and supportive classroom community.



CONVERSATION STARTERS

K-6

Feelings Count

Materials: paper and coloring tools

Today, we're going to explore a world of emotions - we're celebrating how we feel inside!

1. Hand out a piece of paper and make coloring materials available to each student.
2. Tell students to draw a shape on their paper. Say, "Now, pick a color that shows how you're feeling today! Is it happy yellow, calm blue, or maybe a fiery red? Color your shape in. It can be multiple colors too!"
3. Have students turn to a partner and share their shape and color. Say, "Let's talk about our colors! What does your color make you think of? When might you feel that way?"
4. Today we will see colors in the story and identify many different emotions that those colors feel.

Tell the students to listen to see how the colors feel while reading the book.



READ THE BOOK

This book is very visual, so give students the time to appreciate the pictures.

- Explain to older students that the text in this book is purposefully short and concise. The illustrations are designed to make us focus on actions.
 - Question for the group, before reading: What is more important: what you *do* or what you *say*? Ask students to defend their responses. Validate the reasoning of student responses.
 - As students see and hear the book, ask them to write on an index card the words and actions that influence the characters in the story. Hint: Some of the words and actions negatively influence others and some positively influence others!



DISCUSSION QUESTIONS

K-2

Possible Questions:

- How would you describe Blue?
- Tell me about Red.
- What about the other colors?
- How would you feel if there was someone who acted like Red on the playground?
- How did the other colors help Red?
- How can you be more brave like One?

3-6

Possible Questions:

- How did seeing Red act that way make you feel (focus on identifying and expressing emotions)?
- What do you think gave One the power to stand up to Red?
- Reflect to yourself on the qualities you have that are like the colors in the story?
- There are many dual-meaning words in the book. Which ones stood out to you? (ex: One, blue, count, hot, cool) Are there other metaphors you can see within the book? (strength in numbers, sizes and statures of colors and numbers, etc.)
- Do you have experiences with anyone being brave and inclusive like One?
- Have you ever given someone a second chance?
- Have you been give a second chance?
- What does the phrase "it just takes one" mean to you?



ACTIVITY OPTIONS

K-2

One Envelope Activity

This activity involves a surprise element where children open envelopes to see who gets to be "One." However, everyone ends up being surprised as there are only "One"s. This leads to a discussion about everyone being able to be a helper.

Materials: envelope for each child and the teacher with number ones cut out on gray/silver paper, enough for each child and the teacher. Seal each envelope.

- Tell the children they are going to act out the story. Explain that the envelopes will give them their role.

- Say, "I will pass out the envelopes in a minute. You must wait to open them until all the envelopes are all passed out. I will count to three and you can each open it."
- Pass out one envelope to each child and tell them to hold it and not open it until everyone is ready.
- When given the signal, everyone opens their envelope at the same time to find out the part each student will be in the play.
- Look for some of these responses:
 - *"I hope I don't get red!"*
 - *"I got One!", and then another, "I got One!" and so on. Everyone was so surprised, including the teacher.*
- Explain to the students that we can all be One. Have them repeat, "We can all be One!" with you. Then brainstorm ideas together on the board or a piece of paper, completing the phrase, "One can..." (share, help others, invite others)
- Suggest that students keep their "1" somewhere, either at home or at school, where they can see it each day as a reminder.

K-6

Colored Feelings

Materials: Paper and watercolors or markers

Ask students to reflect on the feelings in the book.

- What other feelings do they have sometimes?
- Instruct students to create a feelings chart with colors and faces. The colors can have faces in them, students can equate different colors with the faces, write the word with a color, or any other way the students want to showcase the emotions.
 - For younger students, focus on basic emotions such as happiness, sadness, anger, and fear. You can show pictures or make faces to represent the emotions as an example.
 - Provide a pre-drawn chart as an example to show younger students what a feelings chart could look like. Help them draw step by step with lines/boxes.
 - When students finish, they can share with a partner or the class and show their colored feelings.
 - For older students, discuss a wider range of emotions such as frustration, nervousness, excitement and encourage sharing experiences with those feelings.
 - You can explain how colors have symbolic meanings in art and culture, red can be passion or anger whereas blue might depict calm or sadness.
 - Encourage older students to design their own idea of a feelings chart, using creative visual elements and feelings. They can incorporate faces, color blocks, abstract shapes, or anything else the students feel represent these emotions.
 - Students can share their charts, explaining the emotions they chose and their reasoning behind the artistic elements.

3-6

Guess My Emotion

Materials: Emotion words written on papers for students to act out (i.e.: joy, fear, loneliness, excitement), optional: mirrors for students to be able to see their faces

- Tell students they will be acting out an emotion with their face and body language, and their peers will guess it.
- Once the emotion is guessed, students will think-pair-share *when* they feel that emotion or *why* they have felt that emotion.
 - Students can share out to the class if there is interest.
- Then ask students to share ways they personally feel better when the emotion is a

negative one. Brainstorm coping mechanisms together and categorize them into different groups, like physical activities (taking a walk), relaxation techniques (deep breathing), social activities (talking to a friend), or creative outlets (drawing, writing).

- Brainstorm together ways students can be the “One for each other” in the up and down of school and beyond.
 - This can be an opportunity for students to role-play different scenarios where they can put those ideas into action. This could involve comforting a friend who is sad, helping someone who is lost, or including someone who is feeling left out.



CLOSING

Remind students it just takes One to make a difference on a team, in a classroom, a school, and a community. Ask for ways students can be UPstanders today and make a positive difference for someone else.

Read aloud the following affirmations while students close their eyes or think of ways the statements apply to them. Feel free to add to this or adapt it as you consider what will speak most to the students in your classroom. Copy the printout and put it by the door so students can see it every day.

I am enough.

I am unique and special.

I am loved and respected.

I learn from my mistakes.

I can share my emotions with trusted friends and adults.

I have the power to control my thoughts and emotions.

I determine my happiness.

I see and understand the way others feel.

I am a good friend.

I help others.

I can forgive and move on.

I am a positive influence on those around me.

I have the Power of One in me.



SCHOOL WIDE EXTENSIONS

One for Each Other

This is to remind students that anyone can have positive power over any group. Draw a giant ‘1’ in chalk on the blacktop. Make it in block lettering so students can draw and write ways they and others are enough to make a change.

Ask for parent volunteers to come help during recess and lunch for one day while students have the opportunity to add to the big 1.

Add ‘1’s or phrases from the affirmations around the school for students to see and consider the ways they are enough for those around them.

- An adaptation of this could be having each classroom have a giant 1 on the door. On that ‘One’, students could write affirmations about themselves and their peers, celebrating their unique strengths and contributions to the school.

“One” Makes a Difference Showcase

Invite community members to come to a schoolwide assembly and share ways they make a difference. You can have different vocations and volunteerism represented. Ask the upper grades at your school to surprise the teachers and staff with a presentation of how *they* are the 'One' for students in their lives.

Following the assembly, organize a school-wide community service challenge. Partner with local organizations and have each grade level participate in a service project that aligns with their age and interests. This reinforces the "One" message by taking action in the community.