

Sense of Self

This empowering book features a young girl expressing her love for herself – who and how she is. It celebrates loving who you are, respecting others, and being kind to one another.

CORE SKILL OBJECTIVES	INTENTIONAL TEACHING PRACTICES	
	Children will:	Teachers will:
RELATE 	<ul style="list-style-type: none"> ◆ Recognize self as unique ◆ Express confidence and positive feelings about self 	<ul style="list-style-type: none"> ◆ Promote Autonomy

TEACHING TIP

Children’s sense of self (i.e., what they think matters about them) is heavily influenced by how the adults they value respond to them. So, it’s important that adults accept children for who they are by listening, paying attention, and honoring their thoughts and ideas. Adults help children develop a positive sense of self when they let children know that they are important and special just because of who and how they are. Help children develop a positive sense of self by acknowledging and affirming their observations about themselves without judgement (e.g., “You have so much to share. There are many things to know about you.”).

1. INTRODUCE

- ◆ “Today we’re going to read a book called *I Am Enough*. We’ll talk about all the ways you think and know that you are special and important because of who you are! And the ways you respect and help others.”

2. READ THE BOOK

- ◆ Pause occasionally to comment or ask about the message in the book.
- ◆ Encourage children to share ways in which they feel confident or positive about themselves and affirm responses.

Promote Child Autonomy (value their identity, ideas, and opinions) 		
<p>Read: “Like time, I’m here to be, and be everything I can.”</p> <p>Comment: “Shining, singing, growing, working to be all that you can be!”</p> <p>Ask: “What do you like to do? How do you feel when you’re doing that?”</p> <p>Affirm: “You shared that you feel like you’re flying when you ride your bike. You have so much to share.”</p>	<p>Read: “I know that I may sometimes cry, but even then, I’m here to try.”</p> <p>Comment: “You can try, even if it’s hard. You can try to see how it goes.”</p> <p>Ask: “What is something that you have tried? How did it feel?”</p> <p>Affirm: “Thank you for sharing. You tried swimming. You said it felt scary at first, but then it was fun.”</p>	<p>Read: “... to help each other when it’s tough, to say together: I am enough.”</p> <p>Comment: “Even though you’re different from one another, you can still be kind and help each other.”</p> <p>Ask: “What’s one way you help others?”</p> <p>Affirm: “Thank you! You helped your friend carry things. It can make you feel good to help others.”</p>

3. REVIEW

- ◆ “We talked about the ways *you* feel you are special and important when you do something, when you try something, and when you help someone. Thank you for sharing these thoughts and feelings!”

4. KEEP IT GOING

- ◆ Find opportunities to embrace each child’s individual personality and characteristics. For example, build a time into a Morning Meeting to take turns highlighting positive things about individual children (rotating through all). Take time to ensure that every child can ‘see themselves’ in your room. That means to make sure that there is positive representation of children of all colors, backgrounds, and abilities in books, images, or stories you tell.