

Title: I Like Me, and I Like You

Grade Ranges:

K-4

5-8

9-12

Subject Tag:

Social Studies: Social Sciences: Sociology

Family and Consumer Science

Art and Music: Visual Art

Synopsis:

The central focus of any early childhood social studies curriculum should be children's social construction and self-concept. Helping students establish positive feelings about themselves is the foundation to teaching children positive ways of interacting. Using Nancy Carlson's picture book *I Like Me!* as a catalyst, K-1 students will begin the process of recognizing their rights and responsibilities, as well as those of their classmates.

Keywords:

fair, fairness, rights, responsibilities, self, appreciation, differences, acceptance, positive, negative, compliments, attitudes, self-awareness, self-concept, Nancy Carlson, *I Like Me!*

Body:

1. Introduction: Read the book, *I Like Me!* by Nancy Carlson and discuss the many ways that the character appreciates and takes care of herself. Remind students that people also can take care of each other by being fair.
2. Have students find a partner. It is helpful to pair them according to their birthday month, the first letter of their last names, or some other way that promotes partnership with students whom they may not know very well. While in their pairs, have them ask each other a few simple personal questions, such as "What is your favorite food?" and "What is your favorite game and why?"
3. Have students share something positive about their partner with the group. Tell students that their positive comments are compliments. Ask students to listen carefully as you ask the following questions:
 - Do you like getting compliments?
 - Should we give compliments when we can? Why?
 - Is giving compliments a way of being fair? Explain.Through the example of compliments, lead students to the conclusion that treating other people the way you like to be treated is a way to be fair.
4. Discuss with students how there are times when we say or do things that are unfair — often in response to behavior that makes us mad or hurts our feelings, such as pushing or name calling. Allow students to talk about times they acted unfairly as a result of feeling mad or hurt.
5. Tell students that to remind ourselves people should treat each other fairly, we

make rights and responsibilities — like class rules or state laws — that apply to everyone. Define rights and responsibilities. (These are possible K-1 definitions: Rights are rules that make sure you are treated fairly; responsibilities are rules that make sure you treat others fairly.) Give students examples of rights and responsibilities that correspond with each other. (These are possible K-1 examples: You have the right to ask _____ to keep her hands off you; you have the responsibility to keep your hands off _____.)

6. Ask students as a class to decide on three rights and responsibilities that will make sure everyone is treated fairly. Lead students toward pairing each right with a corresponding responsibility. (You may want to begin with the examples in Step 5.) A list of students' possible responses is below:

Rights

1. You have the right to ask others to keep their hands to themselves.
2. You have the right to your own spot in line.
3. You have the right to ask others to say only nice things to you.

Responsibilities

1. You have the responsibility to keep your hands to yourself.
2. You have the responsibility to stay in your spot in line.
3. You have the responsibility to say only nice things to others.

You can use the students' rights and responsibilities to amend or replace existing class rules. Discuss with students how being fair through rights and responsibilities shows others (not only in the classroom but also in our families and communities) that we like them just like we like ourselves.

(Optional) Ask students to create self-portraits on white paper. Remember to provide a variety of materials and also to have many skin tone colors available. When the self-portraits are complete have the students sign their names to the portraits. You can display the self-portraits in a "LIKE ME" bulletin board or create a class book that contains each child's portrait with one or two things that the student likes about him or herself.

Related Links:

Amazon.com

http://www.amazon.com/exec/obidos/ASIN/0140508198/qid=1017068173/sr=2-3/ref=sr_2_3/104-9712111-1705552

You can order a copy of Carlson's *I Like Me!* here.

Objectives:

Students will work in pairs and share information about themselves, learn about rights and responsibilities, and then create self-portraits.

Standards:

NY: 5.3: Central to civics and citizenship is an understanding of the roles of the citizen within American constitutional democracy and the scope of a citizen's rights and

responsibilities.

NYC: A2a. Make an oral presentation of project plans or findings to an appropriate audience. **A5a.** Work with others to complete a task. **A5b.** Show or explain something clearly enough for someone else to be able to do it.

CT: 2. Rights and Responsibilities of Citizens: Students will demonstrate knowledge of the rights and responsibilities of citizens to participate in and shape public policy, and contribute to the maintenance of our democratic way of life.

NJ: 6.1: All Students Will Learn Democratic Citizenship And How To Participate In The Constitutional System Of Government Of The United States.

Prerequisite Skills:

Basic listening skills

Time Required:

45 minutes

Technology and Materials Needed:

1. *I Like Me!* by Nancy Carlson (widely available in bookstores and libraries)
2. materials to create self-portraits

Assessment Criteria:

1. Did students listen attentively to their partners and share in a respectful manner?
2. Did students relate to each other positively and display an awareness and concern for the acceptance of others?

Recommended Lesson Plan Review Date:

NA

Review Comments:

NA