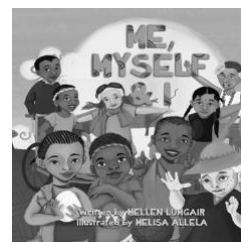


ME, MYSELF & I – HELEN LUMGAIR



OBJECTIVES

By the end of the WEEK, children should be able to:

- Demonstrate a positive sense of identity
- Develop self-confidence and self-esteem
- Recognise and value similarities and differences between themselves and others

RESOURCES

- Book - Me, Myself & I
- Mirror

VOCABULARY

- Self
- Same
- Different

ACTION

- Gather the children together in a circle.
- Ask the children to look at their friends.
- Ask if any of the children are exactly the same as each other (No!)
- Tell the children you are going to read about children who like themselves and others.
- Read 'Me Myself & I'.
- Say 'In this story, the children like themselves. What do you like about yourself?'
- Model this for the children, using the mirror.
 - Hold the mirror to your face, look at yourself, and choose something to share that you like about yourself.
 - E.g.: 'I like my brown eyes' 'I like my nose' 'I like my freckles' 'I like my curly hair'
- Work with the children to think about what they like about themselves. If a child is too shy to participate, that's fine, but later find an opportunity to tell them something you like about them.
- Pass the mirror around the circle, giving each child a chance to look into the mirror and share something they like about themselves.
 - Respond to the children's contributions with positive statements. Reinforce by saying to each child: 'Yes, that makes you unique and special' or 'Yes, your (eyes) are unique and special!'
 - Ensure that each child has a turn with the mirror.
 - If possible, keep the mirror available in the classroom so that the children can use it throughout the year.
- If time permits, ask for volunteers to look in the mirror together.
 - Ask each child to look in the mirror and tell one another what they like about each other. Ensure they are switching partners and using positive language.

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RESOURCES

- Book - Me, Myself & I
- Hand templates (2 copies)
- Shades of Brown Cards (1 set)
- White, black, and brown crayons (if you do not have a white crayon, please use a white sheet of paper)

VOCABULARY

- Self
- Different
- Shade
- Same
- Special

ACTION

- **Gather the children together.**
- **Read 'Me, Myself & I' again**, giving the children time to share their thoughts about the book.
- After reading, ask 'Do all the children in the book have eyes?' (Yes!). Then ask, 'Do all the children in the book have the same colour eyes? (No!). Then ask, '**Do we have the same colour eyes?**' (No!)
 - *Please Note: If children in class **do** have the same colour eyes, please refer to the Shades of Brown Cards (pg. 2) and point out the different coloured eyes.*
 - **Discuss the different colours, shapes and sizes of the children's eyes.**
- **Ask 'Do the children in the book all have skin?' (Yes!). Then ask 'Do the children in the book all have the same colour skin?' (No!)**
 - **Show the pictures in the book again** if needed.
- Ask the children to look at their own skin. Ask, '**Is your skin the same colour as this child's?**' (choose any page in the book). Do this twice with different pages so the children have a chance to say 'yes' or 'no'.
 - Next, tell the children that you have something special. Something that shows many different skin colours.
- **Show the children the Shades of Brown Cards.**
 - **Point to the palest child** in the cards and ask the children to name the colour of that child's skin.
 - The children are likely to say 'white'. If they do, say '**Let's look!**'

- Then hold up the white crayon (or white sheet of paper) and ask what colour it is (white). Say, 'If this is white and the girl is white then they will match.'
- Put a white crayon next to pale child to show how different the colour is from the actual skin tone. Say, 'Hmmm... is it white? I'm not sure... It doesn't seem to match the actual skin colour!'
- Next, point to the darkest-skinned child in the cards and ask the children to name the colour of the dark skin.
 - The children are likely to say 'black'. If they do, say 'Let's check that!'
- Then hold up the black crayon and ask what colour it is (black). Say, 'If this is black and the girl is black then they will match.'
- Then put a black crayon next to the dark-skinned child to show how different the colour is from the actual skin tone.
- Next, show the children two blank hand templates and the white, black and brown crayons.
- Ask for 4 volunteers.
 - Ask the 2 children to colour in one hand each: one hand in white, and the other in light brown.
 - Ask the other 2 children to colour in one hand each on the other template - one hand in black and the other in dark, dark brown.
 - Help them use the brown crayon very lightly, and the other very heavily so that they will closely match the skin colour of the pale-skinned child and the dark-skinned child on the Shades of Brown Cards page.
 - When the children are finished, hold up the white and light brown hands against the skin of the pale child in the portrait.
 - Say, 'See, the light brown matches much better than the white. So now we know, she is not white, she is light brown!'
 - Hold up the black and dark brown hands against the skin of the dark child in the portrait. Say, 'See, the dark brown matches much better than the black. So now we know, she is not black, she is dark brown!'
 - Explain to the children that you coloured both of the brown hands with one brown crayon!
 - 'We are not white, or black, or yellow, or green, or blue, or purple or red, (add these for fun). We are all brown, just different shades of brown! Just like the children in these pictures!'

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RESOURCES

- Puzzle example (1 copy)
- Pre-cut puzzle pieces templates (1 per child)
- Large sheet of white paper
- Glue
- Art supplies – Crayons, Pencils, Markers

VOCABULARY

- Self
- Other
- Same
- Different
- Special
- Puzzle

ACTION

- **Gather the children together.**
- Ask if anyone would like to **share what they remember about 'Me, Myself & I'**.
- After the children have shared ideas, ask if any of them has ever seen a puzzle.
 - If the children are unfamiliar with a puzzle, **show the puzzle example.**
- Explain that a puzzle is a collection of pieces that fit together to make a whole picture. If one piece of a puzzle is missing, the picture isn't complete!
- Tell the children that **the classroom is a real-life puzzle. Each child is a special piece of the classroom and all together, they make a whole.**
- Show the children a blank puzzle piece template and explain to them that **today, they will create their own special classroom puzzle.** Explain that **each child will draw themselves on the puzzle piece.**
- Hand each child a puzzle piece template and invite them to begin drawing themselves. **Allow 10-15 minutes for all the children to complete their work.**
- Once all the children have finished, **gather them together in a circle. Collect the puzzle pieces** and write their names on the back if possible.
- Now tell the children that they are going to put their puzzle together.
- **Using the large sheet of paper, call each child's name by holding up their puzzle piece.**
- **invite each child to place their puzzle piece on, one at a time.** Help the children **glue or tape their puzzle pieces on the board** so they all fit together.
- Once the children have placed their puzzle pieces, **hold the large paper up so the group can see.**
- Tell the children that **like a puzzle, they fit together to create a whole class!**
 - **'If any person was missing from the puzzle, it wouldn't be complete! We are all special parts of our class!'**