

This book shows children feeling confident in their traits, the activities they try, and their personal preferences. Use it to encourage self-confidence in individual thoughts and actions.

CORE SKILL OBJECTIVES

INTENTIONAL TEACHING PRACTICES

RELATE

Children will:

- ◆ Express desires and preferences
- ◆ Show confidence in themselves and their abilities

Teachers will:

- ◆ Narrate self-confidence

TEACHING TIP

Self-confidence skills are all about children feeling secure in who they are. We can help children develop an awareness that their bodies, thoughts, and efforts are their own – and that they should be proud of that! Stories provide great opportunities for pointing out that there are many “right” ways to act, feel, and think. As you cheer on children’s growing self-confidence, be aware of the many ways children show us who they are.

1. INTRODUCE

- ◆ “It feels good to try things on our own and to be excited about our own choices. We’re going to read this book, *What I Like About Me!*, and see some ways that the children in the story feel good about who they are and what they do.”

2. READ THE BOOK

- ◆ Pause 2-3 times to comment on the character’s confidence in themselves, the tasks they try, or their preferences.

Narrate Self-Confidence

Read: “We play cool music. We have a ball. It doesn’t matter if we’re short or tall.”

Comment: “Both children look like they’re really enjoying playing music! This child is short, but instead of giving up, they had the idea to stand on a crate to reach the instrument. They found a way to make it work!”

Read: “a burrito, sushi, or curry that’s hot.”

Comment: “Each child is eating something that they like for lunch. They feel good about having their own special foods. They are using their own utensils too, like a spoon or chopsticks. It can be tricky to use chopsticks, or a spoon, but we can practice until we can do it!”

Read: “What is it you like best about you?”

Comment: “There are so many things to like about yourself! When we try something all by ourselves, when we say what we like and what we don’t like – it feels great to be yourself!”

3. REVIEW

- ◆ “The children in this book felt good about themselves. They liked how they looked, what they could do, and the choices that they made.”

4. KEEP IT GOING

- ◆ Take special care to stay aware of stereotypes when you are praising children. For example, you may intentionally take time to check that you are praising girls for being strong, or good at building, as often as boys – as well as praising boys for being caring or gentle. Keeping stereotypes in mind can help us be extra thoughtful when narrating self-confidence for children. Keep your praise and comments specific, individualized, and focused on effort and persistence.