


Sense of Self

This book features images from a diverse classroom (e.g., gender/sex, race, country of origin, abilities) where children are encouraged to be themselves and welcome others into their community.

CORE SKILL OBJECTIVES	INTENTIONAL TEACHING PRACTICES	
	Children will:	Teachers will:
RELATE 	<ul style="list-style-type: none"> ◆ Describe characteristics of self and others ◆ Express confidence and positive feelings about self and others ◆ Develop sense of belonging 	<ul style="list-style-type: none"> ◆ Acknowledge and affirm physical attributes, interests, and characteristics

TEACHING TIP

Children may struggle to connect with their teachers and peers when they notice physical differences. All children, and particularly children who are a minority in their classroom, benefit from understanding that they don't have to look or act a certain way to be loved and accepted by others. We can support them to develop a strong sense of self and to value diversity by noticing and positively commenting on differences among people in books and the real world.

1. INTRODUCE

- ◆ "The name of this book is *All are Welcome*. In this book, we're going to see this group of children (*point*) welcome this little girl (*point to girl in polka dot dress*) to their classroom. They show her that it's wonderful to be exactly who she is because everyone is welcomed."

2. READ THE BOOK

- ◆ Pause occasionally to comment or ask about the message in the book.

Acknowledge and Affirm Physical Attributes, Interests, and Characteristics		
<p>Read: "School's beginning, dreams to chase. All are welcome here."</p> <p>Acknowledge: "This child has blond hair and wears glasses (<i>point</i>). This child is sitting in his wheelchair with some friends who are sitting in chairs around the desk."</p> <p>Ask: "What else do you notice about these children?"</p> <p>Comment: "Let's see how the children welcome this new friend."</p>	<p>Read: "We'll play music, we'll make art."</p> <p>Ask: "How are these children making art and music in different ways?"</p> <p>Acknowledge: "The little girl is drawing on the floor, while this friend is using their lap because they're in a wheelchair. It looks like they can be creative and have fun together, even when they're working in different ways."</p>	<p>Read: "A shelter from adversity. All are welcome here."</p> <p>Acknowledge: "'A shelter from adversity' means having a safe place to be yourself. The children welcomed her and now they're happily playing together."</p> <p>Ask: "Have you ever made friends with someone who was different from you?"</p>

3. REVIEW

- ◆ "It feels good to know what we can all be proud of ourselves. Imagine how boring our lives would be if everyone looked and acted the same! Let's see if we can think of some ways to welcome others into our community and help them feel loved and comfortable being who they are."

4. KEEP IT GOING

- ◆ Brainstorm a list of ways children can be inclusive and welcoming to each other, new students, or classroom visitors. They can think of greetings, ways to help new people find their way around, or ways to invite others to join their play. Encourage children to build relationships with peers who are different from them and support them by answering questions about differences openly and honestly.