

'What I Like About Me'

Subject: You and Your World

Grade Level: Kindergarten

Topic/Theme: Students as unique individuals

Objective: Unit 1: Student's as Individuals

Outcome: K.1.1: *'Demonstrate an understanding of themselves as unique and special.'*

- Identify characteristics about themselves that make them unique and special.
- Develop an awareness that people have different abilities and that everyone makes a contribution to society (school community, family, local community).
- Understand that there are similarities and differences among all people.

Link to Curricular Outcome: <https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/curric/Health-PhysicalEducation/YouandYourWorldK-2.pdf>

Introduction:

- Have students join together in circle time.
- Read 'What I Like About Me' by Allia Zobel Nolan (Illustrated by Miki Sakamoto)
- Ask questions throughout the book to keep students engaged. For example: What are freckles? Do any of you have freckles?

Process:

- Following the book, have the students complete the page 'What is it you like best about you?' (See Figure 1)
- Students will draw something they like about themselves. (This could be a part of themselves physically, or something they enjoy doing, such as playing hockey).
- Allow students to colour if they have completed their drawing. Ensure students have added some detail to their drawing as well.

Conclusion:

- Bring students back to circle time to close the activity.
- Give students the opportunity to share their work with the class. Ask questions if necessary to prompt the student to sharing more detail.
- Compare different students work to demonstrate how unique we are as individuals. You can also compare if two students chose something similar, to demonstrate similarities amongst people as well.

Materials:

- 'What I Like About Me' children's book, by: Allia Zobel Nolan.
- Handout: See Figure 1.
- Crayons
- Coloured pencils
- Markers
- Pencils
- Erasers

Extension:

- If students finish rather quickly, you can have them do a second one on something different. For example, if they student drew their freckles for the first one, the second one they could draw something they enjoy doing, or vice versa. Attempt to change the thought process in a slightly different direction.

Figure 1.

