

# Self-Concept Lesson Plan: “All About Me!”

*Ages: Birth to Five*

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## Learning Objectives

By the end of this activity, children will:

- Begin to recognize themselves as unique individuals.
  - Identify personal strengths and things they are learning to do.
  - Express pride in their abilities and individuality.
  - Explore and communicate feelings in healthy, age-appropriate ways.
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## Materials

- Child-safe mirrors
  - Crayons, markers, paper, and construction paper
  - Photos or picture cards of people doing various activities
  - Dress-up items (scarves, hats, sunglasses, etc.)
  - Magazines for collages (optional for older children)
  - Self-esteem worksheets, “I Am” journals, or coloring pages
  - Glue sticks, safety scissors (for preschoolers)
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## Activity Steps

### 1. Let's Talk About You!

- Begin with simple prompts:
  - Infants/Toddlers: “That’s your smile!” or “Can you find your nose?”
  - Preschoolers: “What are you really good at?” or “What’s something you’re still learning?”

### 2. Self-Recognition Play

- Use mirrors with infants and toddlers to explore features, emotions, and body parts.
- Encourage older children to role-play or describe how they feel.

### 3. Creative Exploration

- Infants: Use scarves, hats, or accessories for mirror play.
- Toddlers: Create simple self-portraits with crayons.
- Preschoolers: Draw detailed self-portraits or make “Me Collages” with magazines and labels like “*Things I’m Great At*” and “*Things I’m Learning*.”

### 4. Strengths & Feelings Connection

- Show children images of people doing activities. Ask:
  - “Who is doing something you like to do?”
  - “Which picture reminds you of YOU?”
- Reinforce with positive phrases: “You’re a good helper!” or “That was kind.”

### 5. Celebrate & Reflect

- End with group sharing or one-on-one reflection.
  - Praise specifically: “You waited your turn so patiently—what a great friend!”
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## Assessment – What to Look For

- Does the child show recognition of themselves in a mirror or drawing?
  - Can they name (or point to) one strength or interest?
  - Do they express pride in their abilities?
  - Are they beginning to use words, gestures, or visuals to show feelings?
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## Adaptations by Age & Skill Level

- **Infants (Birth–12 months):**
  - Focus on mirror play and body awareness.
  - Use gentle narration and positive facial expressions.
- **Toddlers (1–3 years):**
  - Introduce dress-up, simple drawing, and pointing to strengths.
  - Offer choices (e.g., “Do you like running or building blocks better?”).
- **Preschoolers (3–5 years):**
  - Encourage writing or storytelling about strengths.
  - Add complexity with goal-setting prompts (“What would you like to get better at?”).
  - Use small group “Feelings & Friendship” talks.
- **Children Needing Extra Support:**
  - Provide emotion cards, visuals, or one-on-one coaching.
  - Allow drawing instead of verbalizing.
- **Children Ready for a Challenge:**
  - Engage them in teaching peers a skill or leading part of the reflection.
  - Start self-esteem journals or more complex collages.

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## ☀️ Extension Activities

- **“I Am” Journals:** Children draw/write about something they’re proud of.
- **Self-Esteem Bingo:** Match strengths and actions.
- **Scavenger Hunt:** Find objects that represent talents (e.g., a block for building).
- **Role-Play & Puppet Play:** Practice empathy and friendship skills.
- **Class Sharing Circle:** Share something that makes each child special.

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👉 This blended lesson plan provides **flexibility for any age group** while ensuring that all children—whether infants discovering their reflection or preschoolers describing their strengths—develop a **positive, confident sense of self**.

Sample