

# Being My Own Best Friend

More Practice With Bugs and Builders/Breakers



## 3 Cs

- ☞ I care about myself.
- ☞ I care about you.
- I care about community.

**Help students to understand and invite them to state clearly:**

- I have the right to care about myself.
- I have the responsibility to make smart choices when I care about myself.

## Preparation

### Copies

- Home Connection: "Personal Quilt" (see page 87)
- "Name Poems" (see page 89)

### Materials

- Optional Book from you local media center: Hautzig, Deborah, Tom Cooke, and Jim Henson. *Why Are You so Mean to Me?* New York: Random House/Children's Television Workshop, 1986

### Music

- "I Like Being Me" from CD *Something Good* (see page 151)

## Vocabulary

self-concept

put-down

positive self-talk

## Lesson at a Glance

### Introduction

1. "I Like Being Me"
2. Five Good Friends
3. Be a Friend to Oneself
4. Your Own Best Friend

### Conclusion

5. Identify Personal Strengths

### Home Connection

6. Personal Quilt

### Optional Activities:

1. Book: *Why Are You so Mean to Me?*
2. Worksheet: "Name Poems"
3. Classroom Quilt

## Core Curriculum Objectives and Standards

### Objectives

- Identify ways of being a good friend to self and others.
- Practice positive self-talk and demonstrate positive actions.

### Standards

- Demonstrate responsibility for self and actions.
- Recognize why acceptance of self and others is important for the development of positive attitudes.

## Teacher Notes

This lesson nicely compliments lesson 10.

For additional book ideas, please see the list of books on page 113

## Introduction

Sing

Ask

### 1. "I Like Being Me."

Sing together the song "I Like Being Me."

When do I feel good inside? (When I do what's right)

- What do my friends help me to see? (I'm somebody special)
- Who should you help and why? (Friends and family, I like being me)
- Listen to the song again and raise your hand every time the word "I" is used (5)
- The song "Be a Builder" says, "They call me a builder 'cause I don't tear anybody down." How can you not tear yourself down?
- Why do you like being yourself?
- When do you not like being yourself?

## Strategies

Discussion

### 2. Identify five good friends.

Have students make a list of the five most important people to them. Emphasize that they should not include people they do not know personally. Have them choose one or two they consider their best friends.

Ask

### 3. Be a Friend to Oneself

- Would you like this person even though he/she makes mistakes?
- Would you say nice things to your best friend?
- Would you let him/her know you like him/her?
- You do have a best friend: You!

Explain

Being a friend to yourself means helping yourself have good self-concept. It means building yourself up and not breaking yourself with negative thoughts and words. Good self-concept means liking yourself most of the time. Liking yourself is important. If you like yourself, you usually are happy, full of energy, and are more likely to take care of yourself.

List

### 4. Your Own Best Friend

- Not putting bugs on ourselves.
- Use self-talk to make positive, hopeful statements to yourself, not negative bugs.
- Don't give yourself put-downs (give examples).
- If you forget and give a put-down, change it to positive self-talk right away.
- Remind yourself of your strengths (things you do well).
- You don't have to be perfect, because everyone makes mistakes.
- You are "one of a kind," so don't compare yourself to others.
- Knowing one's own strengths is not bragging

## Conclusion

### 5. Identify Personal Strengths

Each student lists as few of his or her own personal strengths on the personal quilt graphic of the Home Connection page.

Review list of how to be one's own best friend.

Encourage students to value their own strengths.

Teach song "I Like Being Me."

I have the right to care about myself.

I have the responsibility to make smart choices when I care about myself.

### Tie in the 3 Cs

- I care about me.
- I care about you.
- I care about my community.

## Home Connection

Prepare

### 6. Personal Quilt

- Make a copy of the Home Connection for each student.
- Send the "Home Connection" paper home to discuss with the family, adding strengths identified by family members.
- Many teachers combine the returned home connections together to form a classroom paper or muslin quilt.



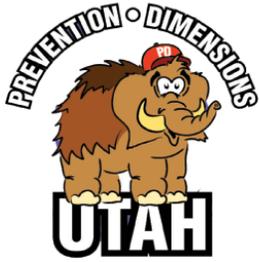


# Home Connection

Dear Family,  
Today, I learned how to be my own best friend. I identified some personal strengths and learned to change negative self-talk into positive self-talk.

Help me continue this discussion by helping me list some of my own strengths on the quilt blocks.

Thanks,

# Conexión en el Hogar

Querida familia,  
Hoy, yo aprendí como ser yo mismo mi mejor amigo. Yo identifiqué algunas fortalezas personales , y aprendí como cambiar lenguaje negativo en lenguaje positivo.

Ayúdame a continuar esta discusión, haciendo una lista de algunas de mis fortalezas dentro de estos recuadros.


## NAME POEMS

Students take every letter of their name and write a positive personal statement that begins with that letter.

For example:

**S**omeone who is terrific.

**A**lways kind.

**M**akes everyone happy.



