

I Like You, I Like Me Too!

An anti-bullying and self-esteem resource

This program serves as a guide for teachers and parents alike. The Student Journal is based on Choice Theory® and may be used for children up to the age of 10. It can be easily adapted for Grades 6-8. The book is filled with a wealth of poems, activities and lesson plans to be used in the classroom or at home. It relates to the education curriculum in the areas of health, social studies, English literary arts, art, music and physical education. ***The Magic Choice Carpet*** (a fabric teaching tool) comes with its own Lesson Plans as an added feature to help children learn the concepts of Choice Theory®, to make positive choices to get what they want in productive ways and to build relationships. Children learn how to meet their needs, set goals and self-evaluate to see if what they are doing is working for them. One student commented:

“Thank you for showing us your magic carpet.

I like the star the best. It makes me feel good about me!”

Marcia Frid's ***Magic Choice Carpet*** provides a structure to teach children Choice Theory. ***I Like You, I Like Me, Too!*** expands her work in helping children satisfy their needs in a variety of exciting ways.

Students learn the benefits of knowing and understanding the Choice Theory® habits in pursuing their goals, in connecting with others, in examining their behaviors and in discovering how to form lasting relationships required for a happy life.

I Like You, I Like Me, Too! is a very useful resource.

Dr. William Glasser

Founder of the Institute of Reality Therapy and author
of ***Choice Theory*** and ***Reality Therapy***

Comments

from professionals who reviewed **I Like You, I Like Me, Too!**

"Creativity! Energy! Laughter! Fun! These attributes permeate the works of Marcia Frid....I highly recommend Marcia's work to any school district or organization. It is a direct application of the research on how the brain learns best....Any school district can only benefit by using *I Like You, I Like Me, Too!* as an integral part of programs to enhance self-esteem, to develop critical thinking skills, and to build and maintain [the] connections so necessary for a happy and successful life. It is one of the best resources I have seen in anti-bullying because it assists youngsters in self-evaluating their own behaviour and effecting change in themselves and in their relationship with others. *I Like You, I Like Me, Too!* ... fills us with awe and wonder and engages our senses to find sense, meaning joy and laughter in a serious world."

Jean Seville Suffield
Senior Faculty Member, William Glasser Institute
Former Superintendent of schools
Author of Conflict Resolution, Action...take 1 and Visionary Leadership
Master Certification with the Jensen Learning Corporation

"A welcome addition to any primary curriculum, *I Like Me, I Like you, Too!*, provides a multitude of options for incorporating art, music, kinesthetic, and character education activities into the classroom. Making the Magic Choice Carpet for Marcia's program has been a joy. I have had the opportunity to use the carpet with children and watch their eyes light up with excitement. The Magic Choice Carpet is a creative tool for enriching the children's understanding of their behaviors. Learning connecting habits and social adaptation skills at this young age will be invaluable as it will give them the skills to build healthy relationships over their lifetimes."

Nancy D. Herrick, M. Ed. NCC
Glasser Quality School Counselor and Consultant

"This resource certainly will serve [as a] strong foundation for anti-bullying education. Truly, the author's personal experience [as a child who was teased] has guided her passion to create this invaluable classroom resource. Given her wealth of experience in Arts Education, together with her gift as a writer, we would strongly recommend this resource..."

Christina Johns
Learning Through The Arts, Facilitator

"I'm excited to see the wide range of career/life building concepts that you offer for young children. Self-awareness and esteem are woven throughout your writing....Through effective blending of engaging poetry and beautiful artwork, you've set the stage for children to interact, to learn about themselves and begin to understand just how much they have to offer the world."

Judy Behrns
Career Development Consultant, Regina Public Schools

"What Marcia Frid has done in her work, *I Like You, I Like Me, Too!* is to guide a child and his/her teacher or parent through carefully crafted exercises that allow the child to discover who they are, to assess their values and strengths, and to understand other, unattractive emotions and behaviours that may occasionally get the better of them. Throughout the book is a generous supply of positive affirmations designed to extend permission to the child to feel good about him/herself. *I Like You, I Like Me, Too!* is an evolving discovery process, an experience that invites the child to let loose their imagination and, while doing so, sets the foundation for life-long tools of building self-esteem, goal setting and understanding and respecting others."

Heather Gray
Workplace Violence and Threat Assessment Specialist, Dynamic Consulting

"Students were excited and motivated to participate in the lessons and strategies presented by Ms. Frid, which... included the topics of decision-making and friendships. They developed a more positive attitude towards their own capabilities and their disposition towards their peers...this resource is most beneficial in supporting and complementing units of study in health education about self-esteem and social relationships..."

M. Aiginiitis
Grade 3 Teacher, Marion McVeety School

"*I Like You, I Like Me, Too!* is an innovative way to help students come to the realization that they are the author of their own choices. Through activities, poetry and discussions, the children are led to the understanding that they are each one special and yet different. They are also led to believe that they can have control over the way they feel, think and act."

Beverly Zimmerman
Douglas Park School

"The materials were easy to use. This resource touches many areas of the school curriculum and would be an excellent resource for all teachers to have."

Bonnie Stuart
Teacher, Ecole Massey School

"This is so powerful. This could be used by psychiatrists."

Dr. Vicki Holmes,
M. D., Saskatchewan Family Physician of the Year, 2003

"What an absolutely delightful work! [Ms. Frid's] book captures the essence of self-esteem—explains without burdening and magically frees the spirit! *I Like You, I Like Me, Too!* will be a powerful classroom tool for teachers and a great support for parents and children..."

Pat Thompson
B.Ed. M.Ed., Saskatchewan Literacy Network

"*I Like You, I Like Me, Too!* ... contributes to nurturing the social, emotional and ethical development of the child. The various activities help to sensitize children to the effects of bullying, intolerance and disrespect while providing the power and desire to create changes in their homes, schools and communities by increasing levels of self-esteem and self-worth. The various activities are creative, enjoyable and have been formulated based on a level of concentration that brings children together and allows for personal and group reflection.

Frid's *I Like You, I Like Me, Too!* [reinforces] through inspirational poetry and related activities that when children feel good about themselves they can make a difference in their homes, their schools and their communities. By utilizing [Frid's work]...we hope to create a respectful, safe environment for all children by exploring strategies which we hope will assist them to resolve conflict and disagreements in a respectful, creative and non-violent manner. As old habits are replaced with more respectful ones the children will begin to feel good about themselves. Socially responsible children develop into socially responsible citizens."

Eileen Curtis
School Administrator, Temple Shalom Religious School

"Dealing with Winners and Bullies—the material covered is very appropriate given the current focus on bullying... and "winners" does not necessarily mean being at the top every time, but emphasizes the "doing one's best," which I feel is much healthier...more weight should be given to that throughout our lives."

Jacqui F.C. Shumiatcher
Saskatchewan Order of Merit, LL.D.

"The students were enthusiastic and immersed in the concepts. Through review done after the sessions finished, I noted retention of the concepts and a lively discussion of how [the students] felt."

Sandra Soutar
Teacher, Glen Elm School

"As an educator, trainer and clinician with over 20 years of professional experience addressing child abuse and bullying, I welcome creative initiatives in helping create safety for children and youth...Ms. Frid has written a workbook that is colourful, gentle, engaging, playful and challenging, all the while addressing the issues of bullying and abuse seriously."

Bruce M. Wood
Project Coordinator, Respected for Sport, Culture and Recreation Project in Saskatchewan

"*I Like You, I Like Me, Too!*...is quite comprehensive....The children enjoyed using the poems as a beginning point for class discussions. By using this format once or twice a week, the students became accustomed to interacting in a personal way. All children are anxious to share their experiences and hear about others—to put their own lives into a bigger context. The bullying aspect of this resource is particularly important—to the students and to the parents. Being yourself, recognizing a bully, being in control—a part of the solution, facing your mistakes—these are all concepts that I believe in and teach every year."

Lynda Patterson
Grade 3 and 4 Teacher, Ecole Connaught Community School

Comments

from Grades 2 and 3 students (Regina, SK, Canada) who were asked:
What did you learn from ***I Like You, I Like Me, Too?***

"I learned to like other people and to like yourself. I learned how to color a song. Thank you for doing *The Magic Carpet*. I felt good and I was happy. I felt like I was at the beach suntanning. I like the magic carpet lots."

Grade 2 student

"We learned what body talk, doing and thinking means. Well, body talk means what your body is saying to you. And doing means what you have decided to do. And feeling means what you feel when you are doing it. And thinking means what you are thinking when you are doing it. So, the End. *The Magic Carpet* — I felt like I was in another place I was just floating up into the air like magic. *The Magic Carpet* — I thought the carpet was moving and I was all done and the carpet gave me a beautiful inspiration."

Grade 3 student

"I learned to color a song! And to always like yourself! And to like others! When I colored my song it made me feel happy. That night I had all happiness in my head because all the other nights I am scared to death. And I loved *The Magic Carpet*."

Grade 3 student

"I learned to be nice to people. I learned to like yourself. I learned to reach your goals. About 'Colour a Song' I felt very happy and awesome and extremely cool. For *The Magic Carpet* I thought it was nice and wonderful. I never had bad dreams any more, and I didn't make bad choices any more and I really, really, really liked it. I felt happiness, and made me feel nice inside me and I had lots of things that I shared with my sister."

Grade 3 student

"The shapes can be meaning lots of things. I learned a lot yesterday. It was fun and good. I felt normal about it. Then I felt a little sad about coloring a song. I thought *The Magic Carpet* is cool."

Grade 3 student

"I learned about body talk and I learned about friendship. I learned about feelings, I felt good. I felt normal. I felt wonderful. I felt really special. I felt nice and happy, really happy. I had pictures of me being happy and lots of flowers."

Grade 2 student

"I learn that cars are awesome! And to have fun. And enjoy what you are doing! 'Color a Song' made me feel good. *The Magic Carpet* was cool! I thought it was fun."

Grade 3 student

"I learned to believe in yourself. And freedom is important and inner power is important too! I felt really happy and loved and I liked *The Magic Carpet*. It was very very nice. I like You. Good bye."

Grade 2 student

"I learned how to make myself always happy. And to make a plan and to be a better person. The color a song made me feel happy, free and wonderful. I had pictures of an eagle, hawk and vulture. Your magic carpet was great!"

Grade 3 student

"I learned to be nice and not to hurt others. I learned not to call people names."

Grade 2 student

"Thank you for coming. When you brought the magic carpet. When you talked about it you made me realize that I belong in a family and you made me realize that every body in the whole wide world needs a friend."

Grade 2 student

Dedication

I Like You, I Like Me, Too! is dedicated to my late parents, Violet and Allan Frid. To Violet for her creativity, passion for music, color, art and life-long learning. My mother always gave children a sense of safety, love and wonder. Allan gave me the words, "You can do it."

My late Aunt Myrtle always gave us choices and opportunities to feel good about ourselves. She was an advocate for all children and emphasized that personal worth was not related to how much money you had but to the person within.

My Mother, A Daughter of the Prairie

I look around the living room
and out of the bay window
of the house on the hill.
Deep edging
round the ceilings of all nine rooms,
and the dark hardwood floors
my mother polished.
She'd lift her chairs up carefully
and dust every inch
in the sprawling house.

My father would tell his friends
he'd married the prettiest woman,
she with the svelte waistline
warm brown eyes and freckled face
smiled softly at him.

She made angel food cakes
ten inches high,
hand-beating a dozen egg whites
with tiny hands and determined eyes.
And homemade bread,
sweet strawberry jam,
preserves she'd file in the porch.
Peaches for Dad, pears for herself.
Everything for her two children...
Eggnogs when we didn't drink milk,
chocolate layer cakes.
Read us stories by the hour.

Acknowledgements

I gratefully thank Dr. William Glasser who has encouraged me to write this book, test it in the schools and pursue publishing. I have used many of his ideas from *The Quality School* and *Every Student Can Succeed*. His *Choice Theory*® and *Reality Therapy* have changed the lives of many individuals who want to live happier and more productive lives. If I can help teach his ideas to the youth, I know that I shall be offering them better opportunities to achieve success in the future. The children will be able to evaluate their action and attitudes and learn to be more empowered, successful and happy. I thank Carleen Glasser for her work with *My Quality World Workbook*, which proved to be an invaluable resource.

I have learned from colleagues, teachers and workshop participants in the program. A special thank you to Jean Seville Suffield, Senior Faculty Member of The William Glasser Institute and Instructor of Brain-Based Learning who has been my instructor, mentor, inspiration and constant supporter. I appreciate her help in editing this book. I am grateful to Nancy Herrick, Senior Faculty Member of the William Glasser Institute for helping me edit and enhance my lesson plans, as well as sewing and crafting the Magic Choice Carpets. She has been a phenomenal support and also a great mentor.

A special thanks to the Regina Public School Board for piloting *I Like You, I Like Me, Too!* in 2002. Appreciation and thanks to Maria Aiginitis and Sandy Soutar for working with me in the classrooms, to Florabelle Cherry who helped me edit and organize the book, and to Eileen Curtis who has believed in the concept from the very beginning and who piloted the program in her summer camp. To Annette Delanghe for sewing the first Magic Choice Carpet.

Barry Ellingson, my talented friend and graphic designer, has made *I Like You, I Like Me, Too!* a reality with his talents and foresight to turn the work into a well-designed, eye-catching book for others to evaluate. And a very special thanks to Heather Nickel for the many hours she worked to complete *I Like You, I Like Me, Too!* for publishing. Equally important are the individuals, teachers, parents and administrators who reviewed the manuscript, piloted the program and provided documentation to assist in the publishing process. On a personal level, I am always grateful to my supportive, loyal and devoted partner, Leo, and his family. He has been excited about the project, encouraging and patient with the amount of time that I have spent working on it. My brother, Wayne, provided the "Heads Together" illustration and has also been there to encourage me.

My friends and family have been the best team and although I cannot mention everyone, they know who they are.

Marcia C. Frid

*I like you,
I like me, too!*

A Teacher/Parent Guide
to help children aged 6-10
develop self-esteem
based on Choice Theory®

———— MARCIA C. FRID ————

B.A., R.T.C.



I Like You, I Like Me, Too!

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Introduction

I Like You, I Like Me, Too is an anti-bullying tool to help children realize their potential and the power of choice in their lives. It is an opportunity for them to begin to “think outside the box” from a very early age and prepare for their future by meeting their own needs, setting their own goals and learning how to make themselves happy by choosing positive behaviors.

This program is intended for children in Grades 1-5 and overlaps several areas of the curriculum: Health, Social Science, Language Arts, Art and Music, and Physical Education. It can be easily adapted to use in Grades 6-8. This resource has lessons on self-esteem, assertiveness, peer pressure, self-knowledge, personal identity, and relationships with friends, family and the community. The program also provides skill development for character building, healthy self-concept, conflict resolution and behaviors to counter bullying.

How to use this book

I Like You, I Like Me, Too has two main components that may be used independently or in combination. A **Magic Choice Carpet Student Journal** can be created and used as a tool to accompany the manual so that students will have their own record of achievement.

1 The main body of **I Like You, I Like Me, Too** contains:

- fun and easy activities and morale boosters to build self-esteem and understand behavior that can be used on their own or to as part of the Magic Choice Carpet Lesson Plans.
- cognitive stimulating activities including art, music, language arts and physical movement to help students express themselves in constructive and encouraging ways.
- the Making Good Choices section is a complete poetry and activity unit on making decisions to be a friend, a winner and a leader as opposed to being a bully. It may be used according to the individual teacher’s teaching style with the learner in mind.

2 **The Magic Choice Carpet** component also includes **Lesson Plans** to teach the internal motivational concepts of Choice Theory® developed by Dr. William Glasser:

- Easy to use lessons on Choice Theory® concepts and activities from **I Like You, I Like Me, Too** to enrich the lesson plans.
- A tool to show students that though we are all different, we all have the same basic needs. Students learn about their own needs and how to meet them to become happy.
- Opportunities to engage in learning activities to gain self-understanding, goal setting and plan-making. They will learn to express themselves in constructive and encouraging ways through physical games, art and discussion. They will also self-evaluate to see if their behavior is helping them get what they want.
- Tools to make the lessons come alive: the carpet and the journal.

(Note: these lesson plans have been researched and tested in pilot projects with the Regina School Board system in central Canada.)

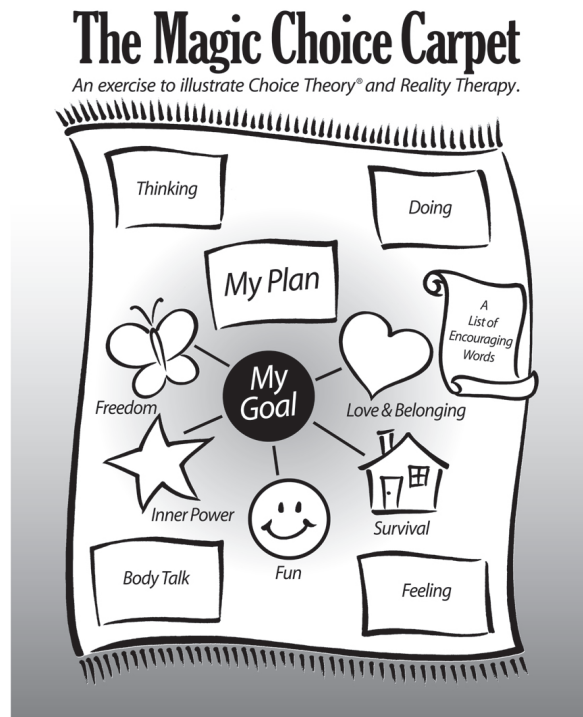
The Concept of Using **The Magic Choice Carpet** as a Teaching Tool

The Magic Choice Carpet is a classroom tool created to teach Choice Theory® and Reality Therapy, which are concepts developed and taught by Dr. William Glasser of The William Glasser Institute, California, U.S.A. Dr. Glasser has spent most of his career helping individuals to lead healthier, more needs-satisfying and happier lives by showing them they can choose their behavior and goals. The Magic Choice Carpet helps children identify their needs, set goals, understand their feelings, and discover how their behavior affects ways they connect with others.

(Note: The moveable parts of the carpet also represent Dr. Glasser's Total Behavior Car and work with related activities throughout this book.)

The Lesson Plans introduce the concept of Choice Theory® and combine activities in art, music, movement, and writing. The poems and activities from the "I Like You, I Like Me, Too!" section of the book may be used for literary arts and as morale boosters.

Choice Theory® is a concept whereby individuals learn to take pride in themselves, take responsibility for their actions, and strive to do their best. Pride grows from enjoying ourselves, satisfying our need for fun, acknowledging our power need through our accomplishments and skills, satisfying our freedom need through the choices we make and in forming and maintaining relationships in connecting with others.



Materials and Requirements:

- Diagram of the Magic Choice Carpet (or purchase the Magic Choice Carpet felt floor chart)
- Colored paper, brown paper or fabric (approximately 1 meter square per child) for personal carpets
- Felt markers or tempera paint
- Scissors, glue and old magazines for pictures (or digital camera for photos)
- Additional pieces of construction paper in 6-8 colors:
 - Heart shape (pink or red) for Love and Belonging
 - Happy Face (yellow) for Fun
 - Butterfly (blue) for Freedom
 - Star (white) for Inner Power
 - House Shape (green) for Survival
 - Circle (bright yellow or gold) for My Goals
 - Other colors for plans and encouraging words
- A selection of color cards (two per student)
- Four rectangular or circle shapes for the Behavior Wheels
- The list of the 7 Deadly Habits and the 7 Caring Habits

Note:
Templates for the shapes and a list
of Habits are included.