

Respecting Myself!

This lesson dives deeper into self-respect and how young children can take ownership over this concept. Students will work together to identify five different ways they can practice self-respect as a tool in showing respect to themselves. They will then document their progress using a charting format. There are both technology-based and hard copy options.

Kindness Sub-Concept(s)

Self-respect, Kindness

Lesson Timeframe

45 minutes

Required Materials

- Blank Bar Chart
- Markers

Standards Map

This lesson aligns with CASEL Competencies, National Health Education Standards, and Common Core State Standards. Please refer to the [Standards Map](#) for more information.



DESIGNATED BY CASEL
AS A RECOMMENDED PROGRAM
FOR SOCIAL AND EMOTIONAL LEARNING.
See last page for details.

Lesson Objective

Students will:

- Explain how self-respect demonstrates respect for oneself.
- Track their personal progress related to self-respect using a bar graph model. (see handout below for example)

Teacher Connection/Self-Care

Write a positive affirmation on the board today to remind everyone (including yourself!) that you are a valuable member of the class.

Tips for Diverse Learners

- Include simple pictures along with basic text for each type of self-respect action the group identifies.
- Demonstrate how to use the bar graph to track self-respect so that all students are able to make the connection regardless of English language proficiency or verbal skill level.



Share

3-5 minutes

Have the students gather in your circle time or community area. Review the definition of **respect**: *treating people, places, and things with kindness*. Ask them to share an example of **self-respect**. How did they do something kind for themselves?



Inspire

Overview of Self-Respect

2 minutes

Explain that the focus today is on self-respect. Our class will go deeper to explore this concept and find ways to be kind to ourselves each day. Remind them of the definition of Self-Respect you created for your class. Here is the script from the previous lesson in this unit:

- **Self-Respect:** Respect starts with yourself! Being kind and respectful to your body and mind will help you feel happy and be ready to show that same level of respect toward others when you come to school. (Eat breakfast, clean clothes, plenty of sleep, etc.)

Self-Respect Brainstorm

5 minutes

Have students brainstorm ideas for ways they can take care of themselves at school. Some ideas might include keeping their locker or cubby space tidy; keeping their desk or table space organized so they can find what they need; listening carefully so they know what to do; eating all of their lunch or snack so they have energy for the day; moving their bodies at recess time; speaking kind words to themselves during challenging school activities or subjects; etc. The list can be as long and fantastical as they desire.

The goal here is simple brainstorming to get their ideas flowing.



Empower

20 minutes

Students will use the brainstorm as a springboard to develop a bar chart to track their self-respect activities each day. As a group, decide on 5 things they will each do to show respect for themselves while at school. Once the class has voted on and chosen the tasks, use your whiteboard or a large piece of poster board to create your in class “Self-respect” bar chart.

- Draw a simple picture for each self-respect task identified. If completing on the interactive whiteboard, you can use simple clipart or low-level reading words to help students understand each task.
- Demonstrate how to track your answers. If the chart is on paper, students can place a square or check the box above the task they have completed. If the chart is on the interactive whiteboard, explain how to click on the box to fill it in.
- Complete a dry run with the entire class during this lesson to ensure understanding and comprehension.
- Designate a time each day this week for students to track their self-respect success. This could be a good closing activity for each day.



Reflect

5 minutes

After your bar chart is successfully created and you have completed a dry run with the entire class, guide a group discussion using the following questions:

- Which self-respect task is easiest for you to accomplish? Why?
- Which self-respect task is new to you? What are some ways you can try it out?
- How can you (add a self-respect task here) at home without help?

If you plan to do this activity daily this week, consider checking in with at least one reflection question each day.



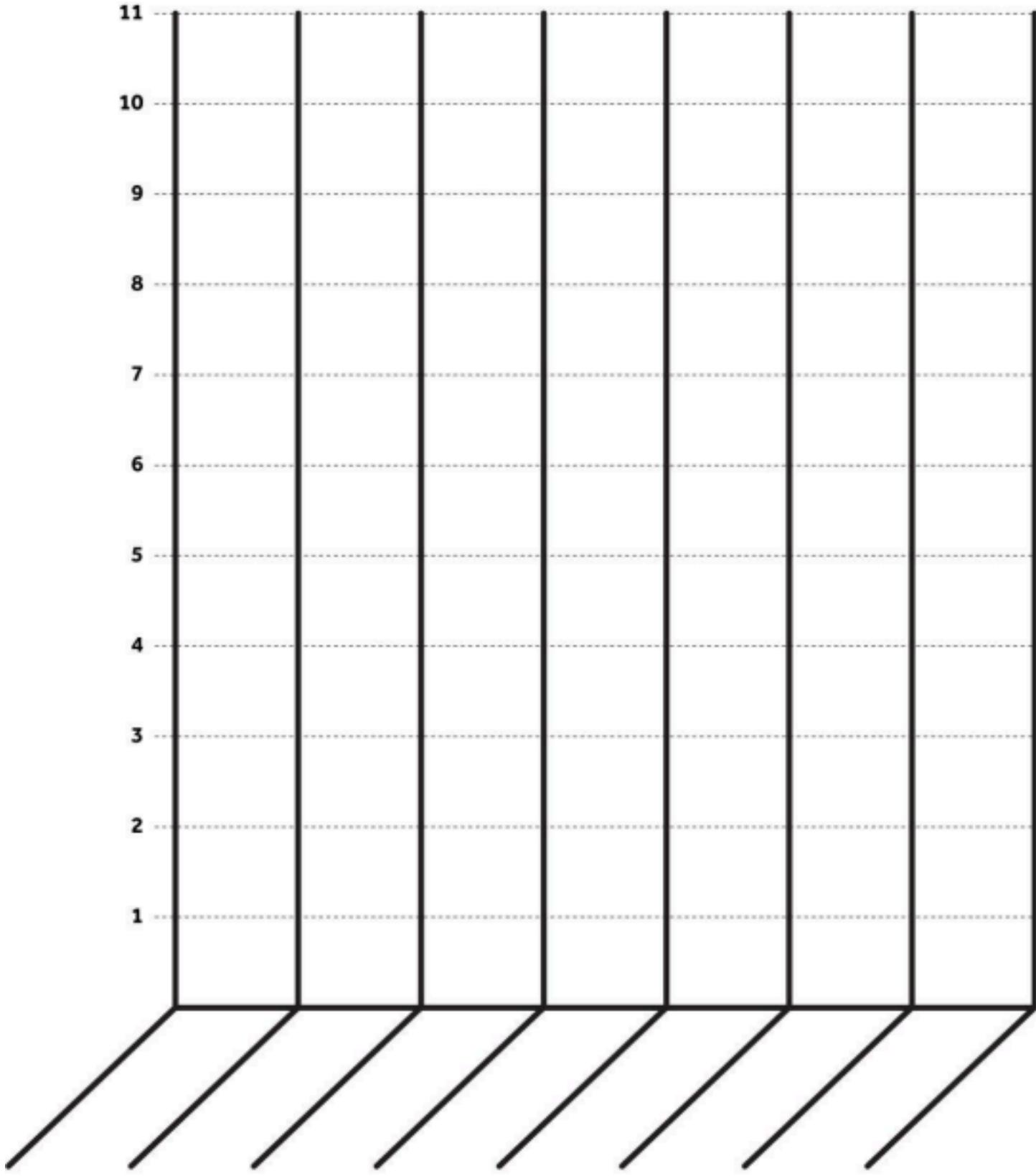
Extension Ideas



The Collaborative for Academic, Social, and Emotional Learning (CASEL) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the CASEL Guide to Effective Social and Emotional Learning Programs.

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

<https://casel.org/guide/kindness-in-the-classroom/>



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