



Grade 5 • Ages 10-12

Taking Care of Ourselves

Caring how we feel and understanding our emotions shows kindness to ourselves and allows us to have empathy and respect for others at home or in social situations.

Unit Objective

Students will be able to explain how families and peers can influence mental and emotional health, examine how they feel in different situations and analyze how feeling good about themselves can help them show kindness toward others.

Introducing This Unit To Your Students

For the next few days, we are going to learn about our feelings and emotions and how we pay attention to and understand those feelings. What are some ways that you pay attention to and understand your emotions and feelings?

Allow time for students to respond and discuss, either as a paired share, in small groups or as a class. You can also use this time to introduce the Kindness Concepts (respect, self-care) and create community definitions for these concepts or share the definitions listed below. Consider using the [Kindness Concept Posters](#) for respect and self-care as a way to reinforce learning.

Kindness means being friendly, generous or considerate to ourselves and others through our words, thoughts and actions.



These lesson plans were created by The Random Acts of Kindness Foundation. For more information, please visit randomactsofkindness.org

If you have questions or comments, please email us at teacherhelp@randomactsofkindness.org

Kindness Concepts

Consider writing key terms on the board before class to introduce vocabulary and increase understanding.

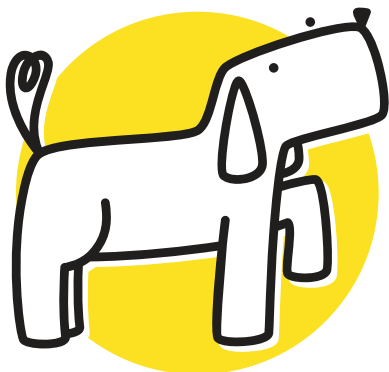
SELF-CARE Taking care of yourself through kind words, actions and thoughts.

RESPECT Treating people, places, and things with kindness.

Unit Lessons

There are four lessons in this unit plus an optional lesson if you have time.

LESSON TITLE	LESSON GOALS	LESSON MATERIALS
Lesson 1: Our Emotional Selves	Students will explore what different emotions and how our emotions are influenced by others.	<ul style="list-style-type: none">Emotions written on note cards or paper and put in a box. You can make the emotions simple (i.e. happy, sad, angry, proud, embarrassed, surprised) or complicated (envious, guilty, bored, aggressive, distracted, confused, etc.)RAK JournalsKindness Concept Posters for Respect, Self-Care
Lesson 2: Caring for Ourselves and our Emotions	Students will explore healthy ways to care for their own mental and emotional health.	<ul style="list-style-type: none">Caring for Ourselves and Our Emotions sheet, one for each studentChart paperRAK JournalsKindness Concept Posters for Self-Care and Respect
Lessons 3 & 4: Feeling Self-Portraits	Students will think about their own emotions and make a colorful self-portrait. Students will share their portraits and the stories behind them with the class.	<ul style="list-style-type: none">11 x 17 blank white paperWaterproof or permanent black markersWatercolor paints, sets or pencilsColor wheel of emotionsExample of self-portraits sheetKindness Concept Posters for Self-Care and Respect
Optional Literacy Extension: Connecting Feelings to Literature	Students will read a piece of literature and look for examples of emotions, kindness and respect.	<ul style="list-style-type: none">Create a list of books or short stories that focus on emotions or use the following website: http://www.edutopia.org/pdfs/stw/edutopia-stw-louisville-sel-CARE-read-aloud-list-grade-k-5.pdfKindness Concept Posters for Respect, Self-Care



YOUR NOTES

Unit Notes

The activities in this lesson focus on a central theme and connect to different academic curriculum areas.

The lessons are intended to be easy to teach and fun to use while helping to develop social and emotional skills.

Lesson activities use a variety of modalities to address different learning styles and build on each other.

Each lesson includes choice of evaluation or reflection questions, which can be written, discussed or used as journal entries. Consider writing these on the board before the lesson begins.

The activities also incorporate key Kindness Concepts, which can be introduced before teaching the lesson or as the concepts are discussed in the lesson. Consider displaying the [Kindness Concept Posters](#) during the unit. See the [RAK Educator Guide](#) and [Building Trust in the Classroom](#) for information about using Kindness Concepts to create a healthy classroom environment and help students develop pro-social behaviors.

Each activity includes tips for how to adapt the curriculum to meet the needs of diverse learners.

[The Kindness Tool Kit](#) is another way to meet the needs of diverse learners. See the [RAK Educator Guide](#) for how to create and use this tool kit.

RAK also has developed [Focusing Strategies](#) and [Problem-Solving Strategies](#) to help students better regulate their emotions, think through challenging situations, and build healthy relationships, friendships and community. See the [RAK Educator Guide](#) for more information about incorporating those strategies into the unit.

Establishing kindness as the norm in your classroom positively influences classroom culture. By setting kindness as the expected behavior and having everyone agree to that norm, your students gain responsibility for maintaining an environment that is kind to everyone

Revisiting the topics or questions raised during discussions regularly will expand student understanding of the concepts. Scripted explanations are provided, but feel free to use language that feels natural for you.

The Common Core, 21st Century, SEL and Colorado P-12 Academic Standards met in this unit are listed at the start of each lesson. A [Learning Standards Key](#) is provided on the website for your reference.

