

Knowing and Respecting Ourselves

This lesson allows students to process the concept of respect on a personal level by establishing a short set of rules to help govern how they treat their minds, bodies, and hearts everyday, both at home and at school.

Respect Sub-Concept(s)

Self-care, Kindness

Lesson Timeframe

45 minutes

Required Materials

- ☐ Paper (preferably sturdy card stock) for self-respect rules
- ☐ Writing utensils - can be markers if encouraging students to draw or decorate their work
- ☐ Tape

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.



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Lesson Objective

Students will:

- Define respect and self-respect.
- Develop a set of personal rules around self-respect.

Teacher Connection/Self-Care

Self-care matters! Fill up that water bottle before your students arrive today.

Tips for Diverse Learners

- Encourage students to draw their ideas if they have limited writing skills.
- Do not force all students to share their ideas if they are uncomfortable.
- You can pair students up or put them in small groups if students struggle with thinking of self-respect ideas and rules on their own.
- Use computers (if available) for students to create their list of rules to promote typing practice and customization.

Share

3-5 minutes

Start by asking students what the word respect means. Then, share the Random Acts of Kindness Foundation's definition of **respect**: *Treating people, places, and things with kindness.*

Then ask the following:

- How are some ways that we can treat people, places, and things with kindness? *Invite student responses. Remind students that these kind actions are also respectful actions.*
- When you are respected (treated kindly) by someone else, how does it make you feel?



Inspire

5-7 minutes

Self-respect is one of the most powerful forms of respect and kindness. This is because it is difficult to be respectful and kind to others if we are not first respectful and kind to ourselves. We cannot give what we do not have!

On the board, write or draw the following: (simple drawings and the headings are fine!)

- **MIND**
- **BODY**
- **HEART**

For each of these words, ask students to name at least three ways they respect and are kind to their mind, body, and heart. The following examples might help them:

- **MIND** - I go to school so I can learn more each day!
- **BODY** - I eat healthy food so I stay strong and grow.
- **HEART** - I help others which makes me feel good.

Give students 3-5 minutes to answer - add their ideas to the board.



Empower

7-10 minutes

Normally we begin each school year writing down or learning classroom rules. One of those rules is to respect others and the classroom. Today, invite students to think of 3-5 things they will do for themselves or think that treats themselves with kindness and respect. These are their Rules of Self-Respect.

Hand out firm cardstock if possible to encourage the life of the paper (so it isn't easily ripped). They can write or draw a picture to represent their rules of self-respect. You can have students tape these either inside their journal if they have one, inside or on top of their desk, or in their locker space (cubby) - anywhere they can be reminded about the ways they will take care of themselves this year..

Consider laminating if a cost-free option is available in your school.



Reflect

5 minutes

Invite students to share one of their rules of self-respect.

Remind students that in order to respect others, they must first respect themselves. You will be watching them throughout the year to ensure they are following their own rules and taking care of their minds, bodies, and hearts.



Extension Ideas

- In School: Consider using observation of self-respect as part of future morning meetings or exit tickets; draw attention to students who are following their rules and making good choices around self-respect. Praise students for taking care of themselves.

Copy each of their rules before students put them in their special place so you can help them be accountable for what they identified at the beginning of the school year. This could be a great way to track progress in this area! You can insert their “rules” sheet in their student folders and use them as talking points at fall conferences.

- At Home: Put a copy of each student’s self-respect rules in his/her file to share with parents at the fall conferences or send a copy home with students to share with parents; these rules should be followed at home as well as at school. Send the accompanying “Respect Unit” parent letter to introduce the unit and overview all the forthcoming lessons so parents can reinforce the messages at home.



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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/>