

# I Respect You

In this project, students will identify a person they respect (could be a person in school, in the community, or someone at the state or national level, well-known or not; or, share some of [these young people who are changing the world for the better](#)). Students will either write a letter or record a video to this person, expressing what they respect, and encouraging them to keep up the good work.

**Respect Sub-Concept(s)**

Self-care, Kindness

**Project Timeframe**

20-30 minutes, depending on the project medium; if recording videos, this could take longer.

**Required Materials**

- ☐ Letter-writing materials
- ☐ Computers (if applicable)
- ☐ Video equipment (if applicable)
- ☐ <https://www.waterford.org/blog/kids-who-changed-the-world/> (if applicable)

**Background:**

This project helps students tap into their gratitude center by identifying not only a person they respect but also what about that person they respect. This goes beyond “liking” someone or appreciating a person’s prestige or celebrity; students should think about someone who has done something (or who does something) that helps others or is working toward making a positive change in the world. The aim is to help students call up positive role models and think critically about what they do that is worthy of respect. This will also give students an opportunity to say thanks and to offer encouragement to this person, which is a way to show respect and kindness.

**Project Details:**

Ask students to think of someone they respect (for reasons mentioned above); consider sharing the link above that highlights what ordinary kids are doing to bring about positive change. Once they have their person, have them complete the following steps:

**Step 1:**

Write the person’s name and 3-5 things they respect and admire about them and what they do.

**Step 2:**

Decide how they want to communicate to this person their respect. Options include:

- Write this person a letter or email.
- Record and send a video.
- Draw a picture of this person doing what the student admires most and explain somewhere on or through the drawing why they respect this person and what they do.

**Step 3:**

Help students actually deliver their letters, emails, or drawings. This might be through actually sending the token through the U.S. mail, finding a person’s email address, or helping students strategize how they can hand-deliver the message.

If you want to ensure these messages are delivered, you could require that students pick school staff members or teachers and use your RAK time to deliver the messages.

### Wrap Up

Ask students how they felt identifying specific individuals they respected and why. Clue in on how we feel good when we are cheering on the good work of another person. Ask students if any of them felt compelled to join their person in their work (if students wrote to someone doing something to help others). If so, consider sharing this with parents so they might help their student support a cause they are interested in.



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