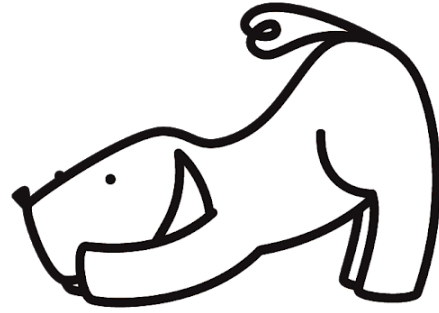


Respect



Sub-Concepts Covered: Self-care, Kindness

Kindness in the Classroom lessons teach kindness skills through a step-by step framework of Inspire, Empower, Act, Reflect and Share. Each lesson starts with the 'share' step to reinforce learning from previous lessons. The 'act' piece is woven into the lessons but really takes place in the projects.

Welcome to the new school year! This is our first unit out of six that we will cover this year. The focus of this Respect unit is on students learning how to respect themselves, others, and their space. Lessons will allow students to explore self care, respectful communication, and problem solving.

Unit Objective

Students will:

- Learn how to show respect to others both in the classroom and at home.
- Demonstrate how to use respectful communication with others.
- Work respectfully during both independent and work related activities.

Student Introduction

Welcome to our new school year! We are going to take these first few weeks to explore the concept of Respect. This means we think about how our words and actions affect our friends, our families, and anyone else we meet up with in our day. It's so important to treat others with kindness and respect, even when we might not agree with what they are saying or doing. To help us learn how to do this, we are going to explore these areas:

- Respecting ourselves, others, and our space!
- Using respectful words in our conversations!
- Practicing kind ways to problem solve during difficult times!

It's time to explore Respect!

Unit Lessons

Lesson Title	Lesson Objectives	Materials Required
Lesson 1 Choosing Respect	<ul style="list-style-type: none">● Identify the three levels of respect exercised each day at school.● Demonstrate concrete methods for practicing Self Respect, Respect for Others, and Respect within the School.	<ul style="list-style-type: none"><input type="checkbox"/> Playdough<input type="checkbox"/> Basic Art supplies
Lesson 2 How I Care for Me	<ul style="list-style-type: none">● Explain how self-care demonstrates respect for oneself.● Track their personal progress related to Self Respect and self-care using a bar graph model.	<ul style="list-style-type: none"><input type="checkbox"/> Bar Chart (see Lesson)<input type="checkbox"/> Markers
Lesson 3 Tower of Respect	<ul style="list-style-type: none">● Develop interpersonal skills used in conflict resolution and teamwork● Persevere by expending additional effort, extending timeframes, identifying alternative paths to goal achievement, and/or seeking help from others.	<ul style="list-style-type: none"><input type="checkbox"/> Dry Spaghetti<input type="checkbox"/> Large Marshmallows<input type="checkbox"/> Marshmallow Tower Pictures Handout
Lesson 4 How Full is Your Bucket?	<ul style="list-style-type: none">● Illustrate the concept of random acts of kindness through actively respecting themselves and others in the classroom.● Explain what respect looks like	<ul style="list-style-type: none"><input type="checkbox"/> <i>How Full is Your Bucket?</i> by Tom Rath<input type="checkbox"/> Basic art supplies<input type="checkbox"/> Bucket template<input type="checkbox"/> Water drop sheet

Unit Projects

Project Title	Project Overview	Materials Required
Project 1 Create-A-Shake!	This project is designed to help break the ice and have students show respect by creating a handshake with a partner.	<ul style="list-style-type: none"><input type="checkbox"/> No Materials Needed
Project 2 Circle of Respect	The class will create a bulletin board to encourage the expression of respect on all three levels.	<ul style="list-style-type: none"><input type="checkbox"/> Bulletin Board Supplies

Choosing Respect

This is the first unit of the school year. As with any school year, starting by laying the foundation of respect is vital before the class can move on to any other concept. In this first lesson, the focus is on choosing respect and better understanding the three levels of respect: self-respect, respect for others, and respect for our space. This activity uses a kinesthetic approach to help students apply their learning.

Respect Sub-Concept(s)

Self-care, Kindness

Lesson Timeframe

45 minutes

Required Materials

- Playdough
- Basic Art supplies

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.

Lesson Objective

Students will:

- Identify the three levels of respect exercised each day at school.
- Demonstrate concrete methods for practicing self-respect, respect for others, and respect within the school.

Teacher Connection/Self-Care

It is extremely important to be kind to yourself as a teacher before you can expect to share that same level of respect within your classroom. How do you practice self-respect personally? Fueling your body, ensuring proper sleep, and carving out some quiet time each day are all terrific options to be kind to you in preparation for your classroom each day.

Tips for Diverse Learners

- Draw simple pictures next to words that show Self-Respect to help English Language Learners connect better during the discussion.
- Allow children with speech/language delays to use hand gestures and facial expressions to convey Respect to Others during the introduction activity.
- Pair students up during the School Walk Through activity to encourage community observations.



Share

3-5 minutes

Have the students gather in your circle time or community area.

Ask them to share about something they did on their own this morning to get ready for the first day of school.



Inspire

3 levels of Respect

10-12 minutes

Explain that the first thing we must establish in our special classroom is Respect. Respect allows us to learn, enjoy our time together, and feel safe in our classroom. Since today is our first day, we will learn about Respect before we do anything else. That way each of us can show kindness to ourselves, others, and our school every single day. We define Respect as treating people, places, and things with kindness.

Explain the 3 levels of Respect for our classroom. Make sure you allow time for the students to identify examples if desired.

- 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.)
- Respect for Others: Think about how you treat others. When you respect them and show them kindness, they enjoy your company and want to spend more time with you! (Kind words/gestures, no bullying, help others, respect boundaries, etc.)
- Respect for Our School: Your behavior in our school can also show respect. The way you treat our space, the things we use each day, and even our balls during recess can all demonstrate kindness for our community. (Keep school clean, kindness with school materials, obeying hallway rules, etc.)

This framework can be used as the backbone of your classroom rules if desired.



Empower

20 minutes

Students will dig deeper within each level of respect by completing three activities. You may want to start a list highlighting answers from each area to create your classroom rules.

- 1) Self-Respect: Give each child a ball of playdough. Have them create an example of one way they can be kind to themselves by showing Self-Respect. Allow time for each student to share their model if desired. They can also whisper what they made in your ear and you can share it with the rest of the class. Examples might include a toothbrush to show they brushed their teeth, a bed for making their bed, etc.
- 2) Respect for Others: Have your class form two lines facing each other. Make sure you as the teacher are included in one of the lines. Model how to introduce yourself and ask how others are doing. (See tips for diverse learners as well). Focus on common pleasantries such as:
 - Hello, My name is _____.
 - What is your name?
 - How are you doing today?
 - I am doing well, thank you.

- 3) Respect for Our School: Explain that our class is going to go on a silent scavenger hunt. We will be looking for ways to show respect to public areas and materials in our school through our kindness. As you are walking out for morning recess, encourage the students to use their eyes and ears only (no talking) to observe different ways they could show respect for the school. (Some examples might be picking up garbage, picking up playground toys, etc.) This can be repeated on the walk back from recess to reinforce the concept. You may also take a different route back to class to extend this activity. Don't forget to review their answers after you get back to class! If desired, have them draw a picture of one way to show respect within their school.



Reflect

5 minutes

When the class returns, take time to review the 3 levels of respect. Draw a picture of a face (Self-Respect), 2 people (Respect for Others) and a School (Respect for School). Next to each picture, gather ideas from the class on concrete ways to demonstrate each level of respect through kind actions.

- If time allows, you can act these ideas out as mini skits as they are identified. One way to accomplish this is at your end of day community meeting/circle time. You might say, "Who can show me what being kind to our neighbor might look like? Within our school? Etc."



Extension Ideas

This lesson can easily be extended throughout the entire first week of school to establish your classroom rules and expectations. Here are some ways to continue the conversation.

- During the Self-Respect section, talk about the importance of coming prepared for school, taking care of your belongings, and bringing a coat/hat during the cooler days.
- During the Respect for Others section, introduce your quiet area/corner if you have one. Go over the expectations within this area and the rules for accessing it.
- During the Respect for School section, introduce any school wide programs that might tie into this topic. Drawing connections both in the classroom and on a grander scale is very helpful for this age!

How I Care for Me!

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-care 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.

Respect Sub-Concept(s)

Self-care, 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.

Lesson Objective

Students will:

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

Teacher Connection/Self-Care

As we dive head on into this unit, take time to ask yourself, “How do I show respect to myself? How do I practice self-care?” You must fill yourself up first before you have anything to offer your students! Try creating one positive goal related to self-care each school day to ensure you are putting your needs at the top of the list. Some examples might be: I choose to focus solely on eating during my lunch break (and not grade papers!) or I choose to write a positive affirmation on the board each morning to remind myself (and everyone who reads it) that each one of us is a valuable member of our classroom and school community.

Tips for Diverse Learners

- Include simple pictures along with basic text for each type of self-care action the group identifies.
- Demonstrate how to use the bar graph to track self-care 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. Ask them to share an example of Self-Respect based on the previous lesson. If they don't remember, have them share what they created with their playdough.



Inspire

Overview of Self-Respect

5 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.)

T-Chart: Self-Respect

7-10 minutes

Using your Interactive Whiteboard or a large piece of paper, create a T-chart highlighting ways to show Self-Respect at both HOME and SCHOOL. Have the students brainstorm ideas for self-care in both settings. Some ideas might include brushing your teeth, bringing your backpack, eating all of your lunch, getting good sleep, 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 T-chart as a springboard to develop a bar chart to track self-care daily. As a group, decide on 5 self-care tasks. These can include both home and school actions. Once the class has voted on and chosen the tasks, use your interactive whiteboard or a large piece of poster board to create your in class “Self-Care” bar chart.

An example of bar chart templates can be found here:

<http://exchange.smarttech.com/details.html?id=d6ccb6de-d465-49d6-86ad-3eba3a020daf>

- Draw a simple picture for each self-care 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 make a check in 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-care success. One option might be to have students track their self-care first thing in the morning as a way to start the day off right with a positive personal affirmation.



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-care task is easiest for you to accomplish? Why?
- Which self-care task is new to you? What are some ways you can try it out?
- How can you (add a self-care 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

This lesson incorporates math through the introduction of bar charts. This can be extended using the following additions:

- Using the handout provided below, have each student create their own personal self-care bar chart using pictures and simple text. Have them do a self-care check in each morning at their desk after completing the class chart.
- Send the self-care chart home to encourage a conversation and tracking with the family for a home connection option.
- At the end of the week, tally up all of the votes for each self-care task. Introduce greater than and less than math vocabulary and play a game comparing two tasks at a time. You can also introduce basic addition by combining tallies for multiple tasks.

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Tower of Respect

This lesson focuses on Respect for Others as it relates to cooperation, collaboration and problem solving. Students will work in small groups to create a tower. They will have to use teamwork to build their structure and incorporate kindness towards their teammates to be successful.

Respect Sub-Concept(s)

Self-Care, Kindness

Lesson Timeframe

45 minutes

Required Materials

- Dry Spaghetti
- Large Marshmallows
- Marshmallow Tower Pictures
- Handout

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.

Lesson Objective

Students will:

- Develop interpersonal skills used in conflict resolution and teamwork.
- Persevere by expending additional effort, extending timeframes, identifying alternative paths to goal achievement, and/or seeking help from others.

Teacher Connection/Self-Care

Respect for others combines a myriad of social skills and compromise with individuals that we may or may not naturally mesh with. Take time out of your day to mentally prepare for difficult situations. Choose to approach each situation with a positive outlook, focusing on cooperation and collaboration. Your approach to difficult situations will ultimately influence every student you encounter.

Tips for Diverse Learners

- Play soft music in the background to set a calm tone and not one of competitiveness.
- Use picture cards to explain how to build a sample structure (see the handout below for ideas).



Share

3-5 minutes

Have the students gather together in your circle time/community area. Ask them to share one way they were able to show self-care and respect to themselves using the chart from last week.



Inspire

Overview of Respect for Others

5-7 minutes

Explain that this lesson will focus on how we respect others. Our class will practice respect for others through cooperation and problem solving. When we work together and focus on a common goal, we show kindness and demonstrate respect.

Respect for Others: Think about how you treat others. When you respect them and show them kindness, they enjoy your company and want to spend more time with you! (E.g., kind words/gestures, no bullying, help others, respect boundaries, etc.)



Empower

20 minutes

Students will break up into groups of three and practice Respect for Others through this cooperative activity. Explain that each group will work together to build a tall, strong tower. They will be judged on how tall it is, how much weight it can hold, and how they were able to demonstrate respect for others during the activity. As a class, set a goal for both height and weight. Provide the following directions (they can be typed up on the interactive whiteboard with pictures if desired):

1. You will have 15 minutes to create your tower. Make sure it is sturdy as well as tall!
2. Your tower will be measured to see how tall it is. (You can set a goal, such as 3 inches.)
3. Your tower will be tested to see how sturdy it is. (Test the weight using a heavy object such as a book.)
4. Your group will be observed to see how kind you are to each other. Are you showing respect to others? Are you cooperating? Are you including all team members' ideas? Note: You may want to show examples of what this looks like. (Give one point for each positive observation.)
5. Your group will receive one point for each accomplished goal.
6. I will be floating around during this game to look out for respect for others.

Pass out the supplies (dried spaghetti and marshmallows) and set the timer for 15 minutes. Make sure to circulate during the activity and observe each group. You will want to make note of specific positive observations for each group to report on during the provision of points.

After the time is up, test each tower and provide positive feedback on kindness, respect for others, and cooperation within each group.



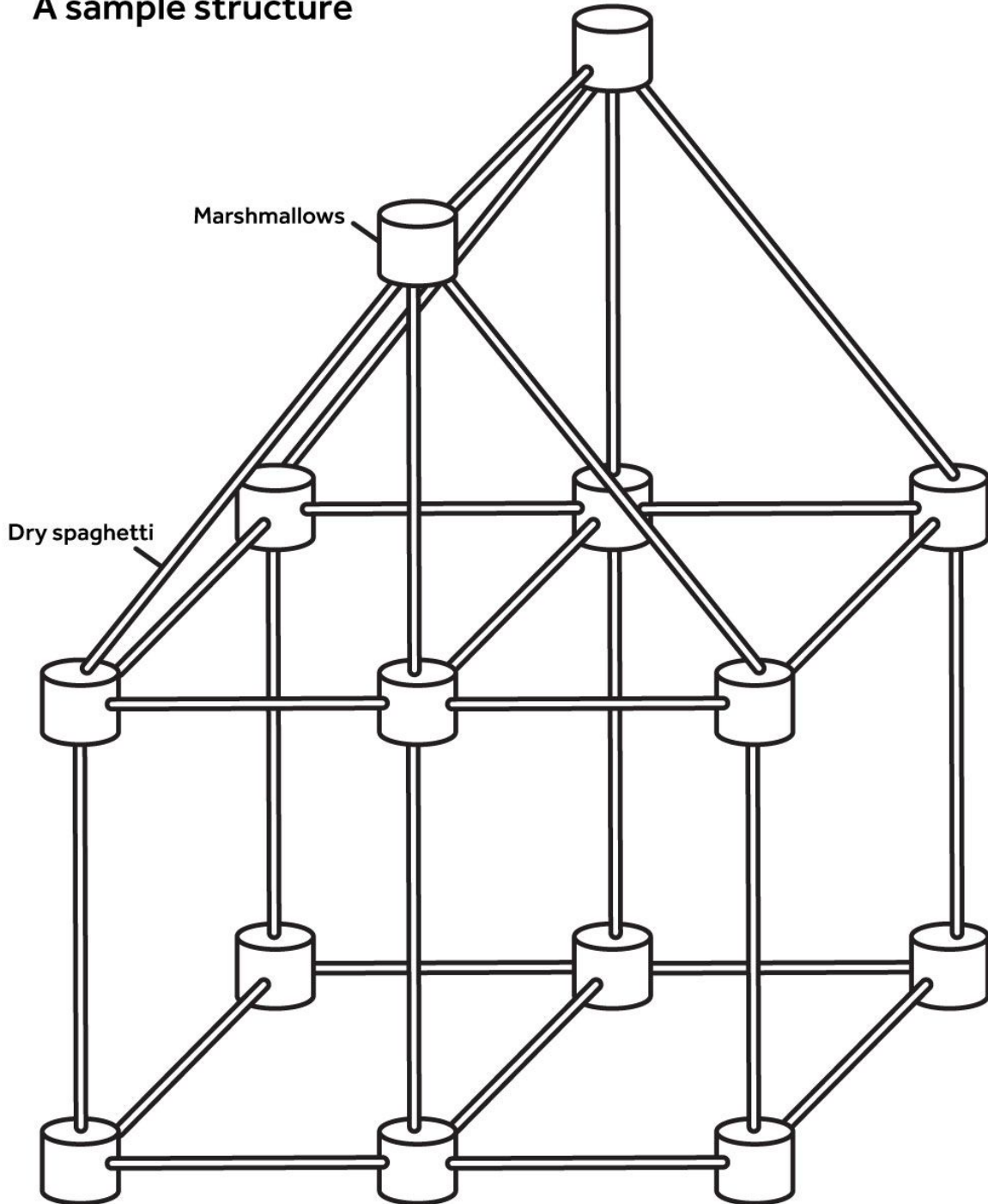
Reflect

10 minutes

Have each student draw a picture to illustrate one way they received respect from others in their group. Then have them share their answers with the group. This type of evaluation takes the focus less on what they perceive is the right answer and more on the kindness they experienced during the activity.

After all of the points have been tallied, consider taking a picture of each tower and labeling it with the positive group affirmations you provided. Place the pictures around the room as a concrete example of how your class demonstrates Respect for Others.

A sample structure



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How Full is Your Bucket?

This lesson focuses on the link between Respect and Kindness. Students will be on the hunt for ways to show respect for others and their classroom through kind words and actions. At the end of each day during the week, the class will gather and highlight how they were able to show respect and kindness to themselves and others.

Respect Sub-Concept(s)

Self-Care, Kindness

Lesson Timeframe

Two 45 minute sessions

Required Materials

- Basic art supplies
- Blank Bucket image
- Blue water drops (color in sheet below)

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.

Lesson Objective

Students will:

- Illustrate the concept of random acts of kindness through actively respecting themselves and others in the classroom.
- Explain what respect looks like.

Teacher Connection/Self-Care

Respect for your community is a natural result when one possesses self-respect and respect for others. This is the third piece of the puzzle under the heading of respect. How do you demonstrate respect within your school and your community? Getting involved in organized opportunities allows you to give back in a structured, concrete way. However, don't overlook the daily random acts of kindness that you have access to within the school and your town. Simple tasks, such as cleaning up the campus or turning off unused lights in your home to decrease electricity usage, are also valid ways to respect your community. Stay alert to the opportunities presented to you. This will in turn help you pass this practice down to your students.

Tips for Diverse Learners

- Identify ways each child can participate in filling their bucket regardless of physical or verbal limitations.
- Draw pictures during the brainstorming session to aid in comprehension.



Share

5 minutes

Review the tower building activity from last week and ask the following:

- *How have we showed respect to others in our classroom so far?*
- *How have others in our class responded to you helping out and showing kindness?*



Inspire

Respect in Action

5 minutes

Explain that this lesson will encourage each person in our class to practice respect daily. When we show ourselves, each other, and our school respect, we are using kindness to create a positive place to learn. We have worked hard to learn about self respect, respecting others, and respecting our school. Now it is time for you to try it out on your own. How do you practice respect each day? What are some ways we can be kind and give respect in class?

- Show up ready to learn.
- Encourage our friends when we are working together.
- Help straighten up the classroom before the end of the day.

Brainstorming Session

7-10 minutes

Draw a simple stick figure child in the center of a large piece of paper (or on the whiteboard). Brainstorm ways that students have already shown kindness and respect in the classroom and on the playground. Ask the following questions to generate a conversation as needed. Write the answers around the stick figure.

- How did you show respect on the playground?
- How did you show respect with your friends?
- How were you able to show respect when someone treated you unkindly?



Empower

20 minutes

Read “How Full is Your Bucket” by Tom Rath

Read aloud link https://www.youtube.com/watch?v=A5R6-2m_qHk

Grandpa says we each have an invisible bucket that needs to be filled. What does that mean?

What happened at home, on the bus, and at school to empty Felix’s bucket? (Slips on floor, drops the cereal, kids whisper about him, make fun of his backpack, and call him names.)

What happens during the day to his bucket? (Classmates like his story, chosen as captain, teacher compliments his picture, student compliments his

backpack, he helps someone, gives friend a baseball, says hi to someone new, and helps his sister.)

Filling Your Bucket

Explain that each person will receive a bucket in our class. We will practice showing respect and kindness to ourselves, each other, and our school for the rest of this week (or month; your choice!). At the end of every day, we will meet and discuss how we were able to practice kindness and respect. Every act that you can identify will be another drop in YOUR bucket. If you showed respect towards another person, they will also get a drop in their bucket. Let's try to fill up all of our buckets by the end of the week!

Give each student a bucket and have them label the handle with their name. Demonstrate how to fill the bucket by writing or drawing acts of kindness they completed that day.

Make sure to carve out time to complete this activity daily for at least a week. Designate a bulletin board to hang your buckets during this activity.



Reflect

10 minutes

When we show respect to others, we are filling their buckets with drops of kindness. Some actions empty our buckets while others fill it up. Remember it is not only about YOUR bucket.

- *Do people's words and actions fill or empty your bucket (i.e. make you feel happy or sad)? Why?*
- *What words or ways people act fill your bucket? What words or ways people act empty your bucket?*
- *When you fill people's buckets, how do you think they feel about you?*
- *What can you do if your disrespectful words or actions empty someone else's buckets?*

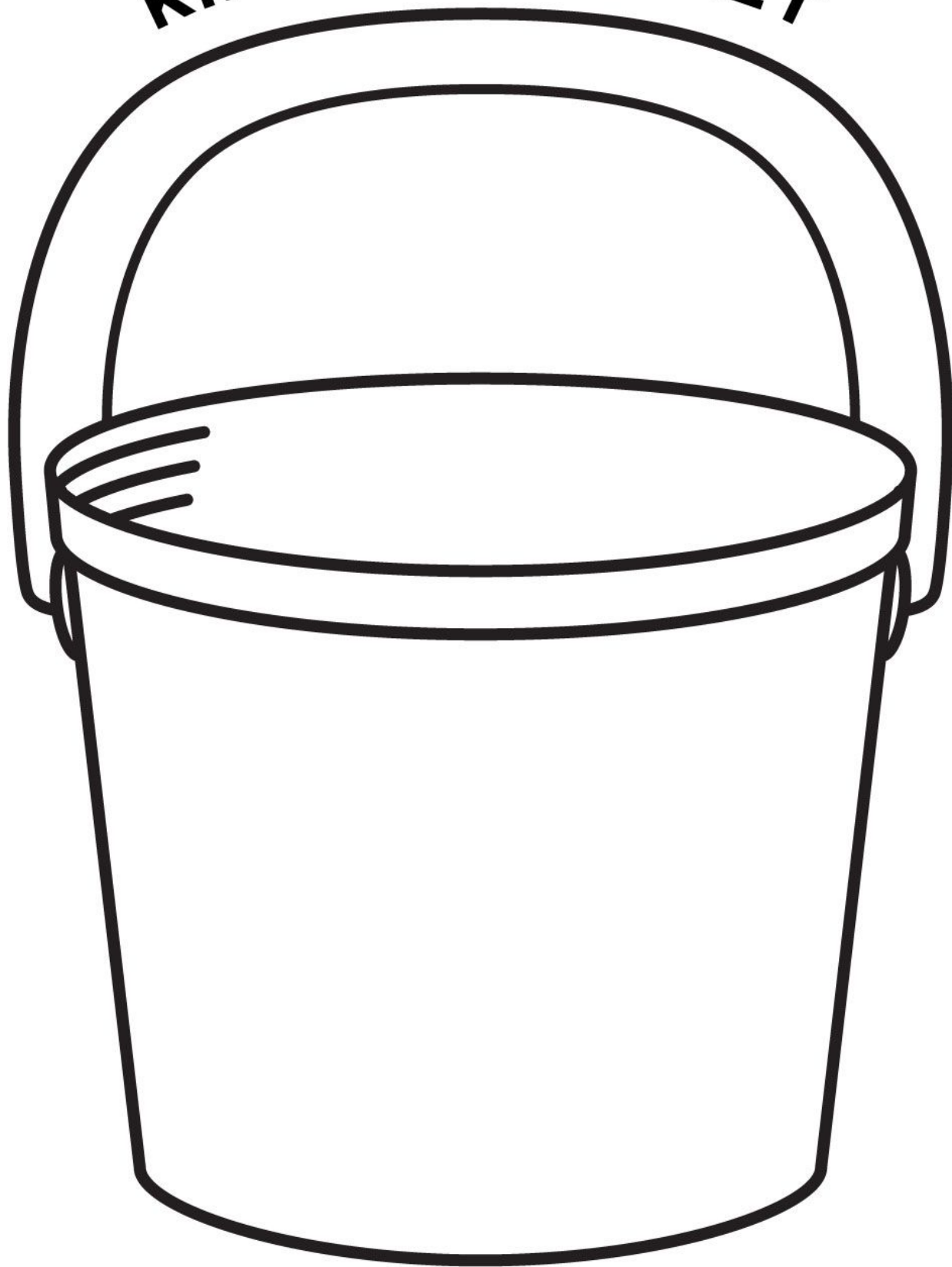
Showing respect and treating others with kindness can be habit forming. Be prepared for a very positive class if you are willing to devote some quality time to this activity every day for at least a week!



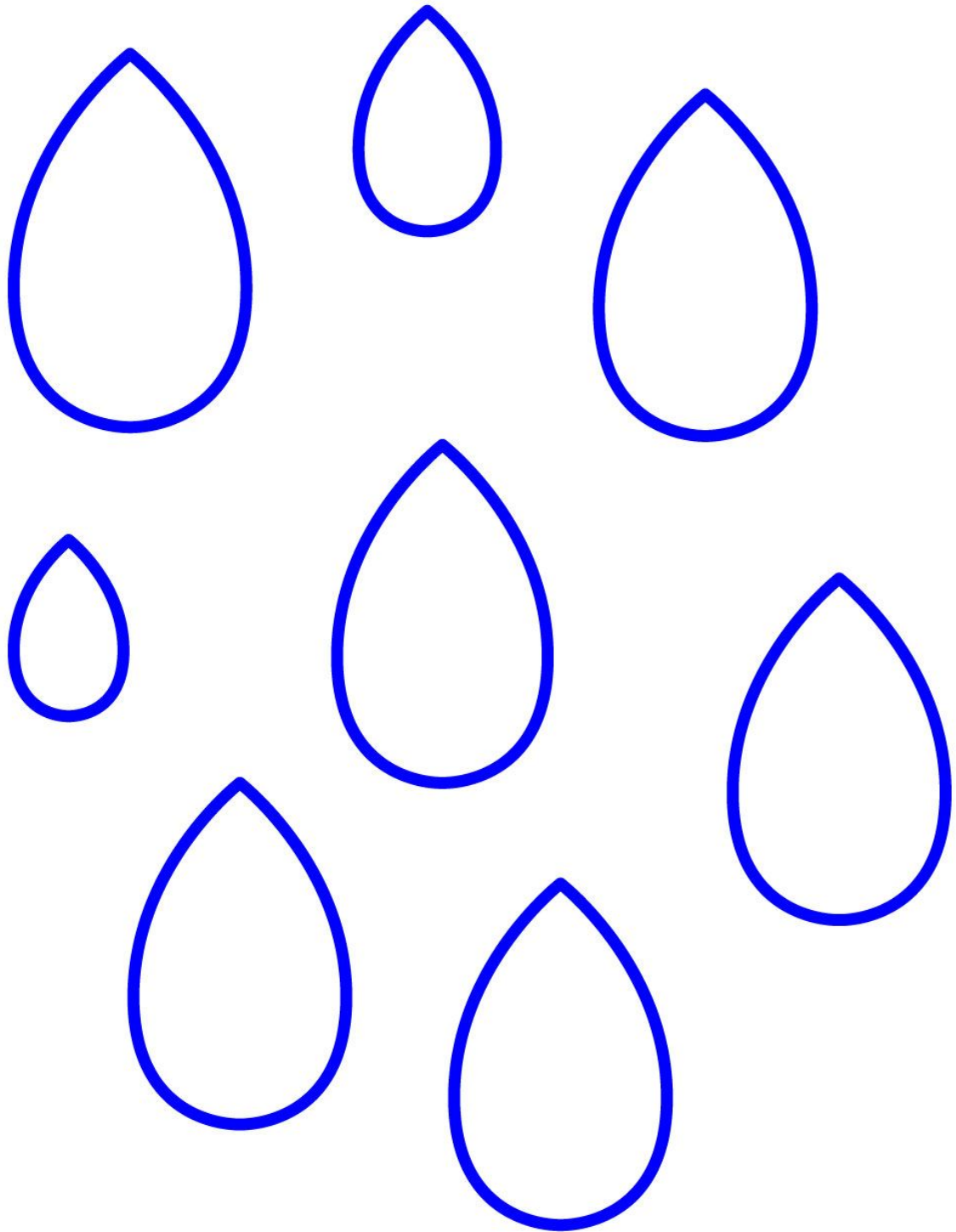
Extension Ideas

- This lesson can be extended throughout the entire month, or even the school year if desired. Create a bulletin board and continue adding drops of water as you observe moments of respect and kindness throughout the day.

KINDNESS BUCKET



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Circles of Respect

During this Unit we have been focusing on the three levels of respect: Self-Respect, Respect for Others, and Respect for the Community. To help permeate this idea into everyday conversation, the class will create a bulletin board to encourage the expression of respect on all three levels.

Respect Sub-Concept(s)

Self-Care, Kindness

Project Timeframe

25-30 minutes

Required Materials

- Bulletin board materials

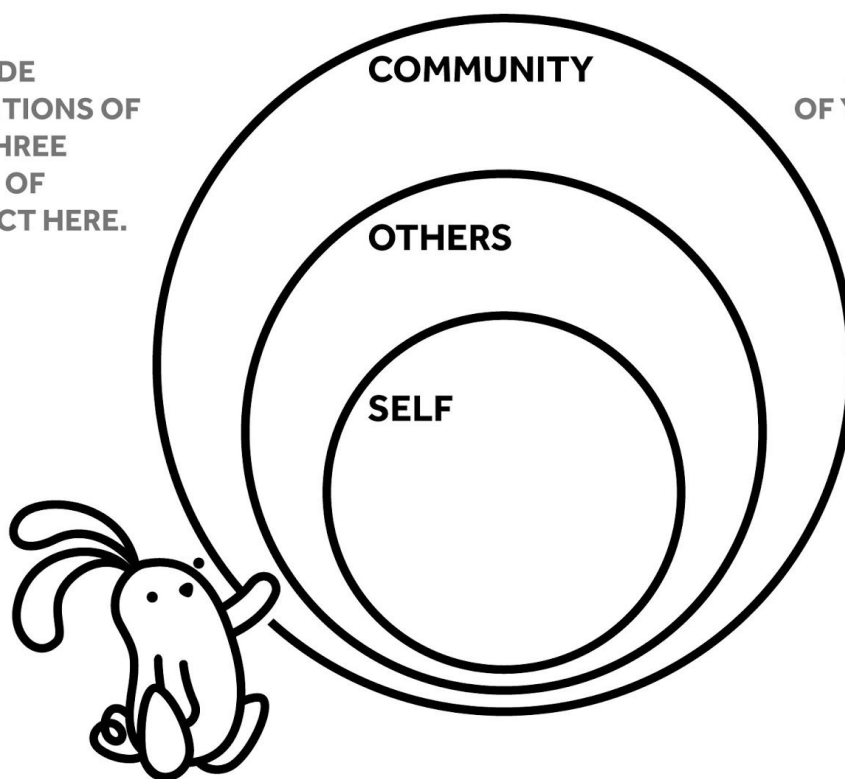
The design of the board is simple: draw a bullseye with three levels. Label the innermost circle SELF, the middle ring OTHERS, and the outside ring COMMUNITY.

At the end of your day, close your class time with a RESPECT ROUND UP. Each student has the opportunity to identify a way they showed respect in one of the three areas (Self, Others, Community). Write down their answer and have them place the sticky note in the corresponding circle. Challenge your class to fill up all 3 circles of respect by the end of the week or month (decide on the timeline ahead of time). If one area seems to be less full, encourage the entire class to focus more on that aspect of respect.

Sample Bullseye Board:

HOW DO WE SHOW RESPECT?

INCLUDE
DEFINITIONS OF
THE THREE
TYPES OF
RESPECT HERE.



LIST THE NAMES
OF YOUR STUDENTS
AND YOURSELF
HERE

Create-A-Shake

Object of the Game: To build relationships by creating a handshake with a partner. Since this unit occurs at the beginning of the year, this project is designed to help break the ice and have students show respect by creating a handshake with a partner.

Respect Sub-Concept(s)

Self-Care, Kindness

Project Timeframe

25-30 minutes

Required Materials

- No materials are required for this project

Step 1:

Show students this video on variations of fun handshakes to get their minds focused on the activity.

<https://www.youtube.com/watch?v=VctaUNJpT6U>

After watching it, ask for a volunteer and review some of the more common components to handshakes:

- Clapping (lots of variations here!)
- Snapping
- Grabs or Twists (be kind when choosing this one)
- Using only one hand
- Stomping/Spinning
- Using your hips and/or shoulders

Step 2:

Divide students into pairs. It will work best if the pairs are teacher-designed and not student chosen.

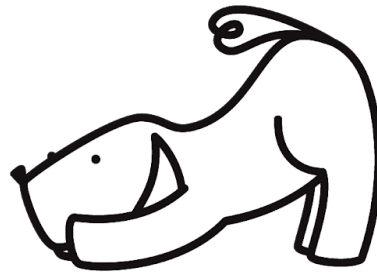
Step 3:

Allow each pair 15-20 minutes to design their handshake. Remind students to introduce themselves first before they start. This shows respect to your partner! Encourage kids to be creative. Handshake steps could include a normal handshake, high five, fist pump, spin, dance move, etc.

Step 4:

Present your handshake to the class!

Respect



Hello Parents and Guardians,

Welcome to Unit 1 of our Kindness in the Classroom curriculum. For the next 4-6 weeks we will be learning all about RESPECT. Since this is still a fairly new concept for children this age, we will focus on the following topics:

TOPIC	QUESTIONS WE'LL BE EXPLORING	HOW YOU CAN HELP AT HOME
Self-Respect	<ul style="list-style-type: none"> • How can we show ourselves respect? • How do we treat ourselves with kindness? 	Talk with your child about the importance of respecting yourself in everything you think, say, and do! Respect starts with YOU.
Respect for Others	<ul style="list-style-type: none"> • How do we treat our classmates, our family, our friends? • How do our words and actions affect others? 	Help your child look at how they use kind words and actions to show respect for others in their immediate world.
Respect for Our School	<ul style="list-style-type: none"> • How do we care for our classroom and the things in it? • How do we show respect for our school? 	Talk with your child about the importance of respecting school property, including school supplies, technology (like computers/tablets), and playground toys.

Key activities we'll be doing:

- Identify examples of self-respect using playdough!
- Create a self-care checklist!
- Work together to create towers of respect!
- Fill our classmates up with kindness!

If you have any questions about our *Kindness in the Classroom* lessons, please feel free to contact me at anytime. We are on this kindness path together!

Sincerely,

TRY THIS AT HOME!

Be on the lookout for your child's "Self-Care" checklist they created. Invite them to adapt this concept for use at home as well. Encourage them to take ownership of themselves in a way that is appropriate for their skill level. Respect starts with ourselves first!

Respect Unit

This Standards Map summarizes each of the standards met by all lessons within this unit. All **Kindness in the Classroom®** lesson plans have been mapped to the five CASEL Core Social Emotional Learning (SEL) Competencies, the Centers for Disease Control and Prevention's National Health Education Standards (NHES), and the national Common Core State Standards for English Language Arts & Literacy and Mathematics. Utilization and adoption of these national standards and competencies vary by state. Teachers can use this resource to align their own state standards with each lesson.

Lesson 1: Choosing Respect

CASEL

Self-management

Impulse control
Self-discipline
Self-motivation

Social awareness

Perspective-taking
Respect for others

Relationship skills

Communication
Social engagement
Relationship building

Responsible decision-making

Analyzing situations
Ethical responsibility

NHES

Standard 1. Understanding concepts

1.2.1 - Identify that healthy behaviors impact personal health.
1.2.2 - Recognize that there are multiple dimensions of health.

Standard 4. Interpersonal communication

4.2.1 - Demonstrate healthy ways to express needs, wants, and feelings.
4.2.2 - Demonstrate listening skills to enhance health.

Standard 7. Practicing healthy behaviors

7.2.1 - Demonstrate healthy practices and behaviors to maintain or improve personal health.

Common Core

English Language Arts Standards

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

CCSS.ELA-LITERACY.SL.1.5

Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.1.5

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.1.5.A

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

CCSS.ELA-LITERACY.L.1.5.C

Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Lesson 2: How I Care for Me!

CASEL

Self-management

Impulse control
Self-discipline
Self-motivation
Goal setting

Social awareness

Perspective-taking
Respect for others

Relationship skills

Communication

Responsible decision-making

Analyzing situations
Reflecting
Ethical responsibility

NHES

Standard 1. Understanding concepts

1.2.1 - Identify that healthy behaviors impact personal health.

Standard 6. Goal-setting

6.2.1 - Identify a short-term personal health goal and take action toward achieving the goal.

Standard 7. Practicing healthy behaviors

7.2.1 - Demonstrate healthy practices and behaviors to maintain or improve personal health.

Common Core

English Language Arts Standards

Writing

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.1.5

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.1.5.A

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

CCSS.ELA-LITERACY.L.1.5.C

Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Lesson 3: Tower of Respect

CASEL

Self-awareness

Identifying emotions
Recognizing strengths
Self-confidence

Self-management

Impulse control
Stress management
Self-discipline
Self-motivation
Goal setting

Social awareness

Perspective-taking
Respect for others

Relationship skills

Communication
Relationship-building
Teamwork

Responsible decision-making

Analyzing situations
Solving problems
Evaluating
Reflecting

NHES

Standard 1. Understanding concepts

1.2.2 - Recognize that there are multiple dimensions of health.

Standard 4. Interpersonal communication

4.2.1 - Demonstrate healthy ways to express needs, wants, and feelings.
4.2.2 - Demonstrate listening skills to enhance health.

Common Core

English Language Arts Standards

Writing

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A

Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

CCSS.ELA-LITERACY.SL.1.2

Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

CCSS.ELA-LITERACY.SL.1.3

Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.1.5

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.1.5.A

Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.

CCSS.ELA-LITERACY.L.1.5.C

Identify real-life connections between words and their use (e.g., note places at home that are cozy).

Lesson 4: How Full Is Your Bucket?

CASEL

Self-awareness

Identifying emotions
Self-confidence
Self-efficacy

Self-management

Self-discipline
Self-motivation
Goal setting

Social awareness

Perspective-taking
Appreciating diversity
Respect for others

Relationship skills

Communication
Relationship-building

Responsible decision-making

Reflecting
Ethical responsibility

NHES

Standard 1. Understanding concepts

1.2.1 - Identify that healthy behaviors impact personal health.

1.2.2 - Recognize that there are multiple dimensions of health.

Standard 4. Interpersonal communication

4.2.1 - Demonstrate healthy ways to express needs, wants, and feelings.

4.2.2 - Demonstrate listening skills to enhance health.

Standard 7. Practicing healthy behaviors

7.2.1 - Demonstrate healthy practices and behaviors to maintain or improve personal health.

Common Core

English Language Arts Standards

Reading: Literature

Key Ideas and Details:

CCSS.ELA-LITERACY.RL.1.1

Ask and answer questions about key details in a text.

CCSS.ELA-LITERACY.RL.1.3

Describe characters, settings, and major events in a story, using key details

Craft and Structure:

CCSS.ELA-LITERACY.RL.1.4

Identify words and phrases in stories or poems that suggest feelings or appeal to the senses.

Integration of Knowledge and Ideas:

CCSS.ELA-LITERACY.RL.1.7

Use illustrations and details in a story to describe its characters, setting, or events.

CCSS.ELA-LITERACY.RL.1.9

Compare and contrast the adventures and experiences of characters in stories.

Reading: Foundational Skills

Fluency:

CCSS.ELA-LITERACY.RF.1.4.A

Read grade-level text with purpose and understanding.

Writing

Research to Build and Present Knowledge:

CCSS.ELA-LITERACY.W.1.8

With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Speaking & Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.1.1

Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.

CCSS.ELA-LITERACY.SL.1.1.A

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Presentation of Knowledge and Ideas:

CCSS.ELA-LITERACY.SL.1.4

Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.1.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.1.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.1.5

With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings.

CCSS.ELA-LITERACY.L.1.5.C

Identify real-life connections between words and their use (e.g., note places at home that are cozy).