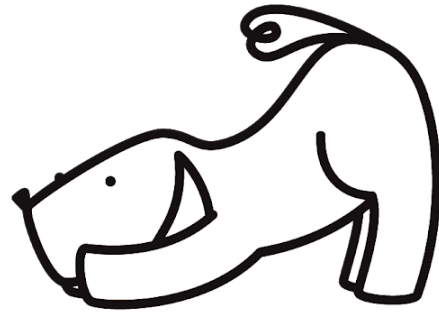


Respect



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.

In the Respect Unit, students will differentiate between emotions and feelings, and learn how to express their emotions and feelings in healthy ways that promote respect for themselves and others. They will also evaluate various situations through visual images and decide if respect or disrespect is being shown and how they could help correct a disrespectful situation. The unit promotes strategies for self-care through good decision-making and through evaluating situations for respect or disrespect from a variety of perspectives.

Unit Objective

Students will:

- Identify different emotions and explore how our emotions are influenced by others.
- Explore healthy ways to care for their own mental and emotional health.
- Identify respectful and disrespectful behavior.
- Articulate respectful solutions to problems.

Student Introduction

Welcome to the Respect Unit! While you may understand what the term "respect" means, you maybe haven't evaluated everyday, common situations for whether or not they show respect or disrespect to you or to someone else. For example, is leaving a messy lunchroom a sign of respect or disrespect? Yes - disrespect! Afterall - *someone* has to clean up the mess you left! By not cleaning up after yourself, you are telling someone else that you don't care about (or respect!) the extra work you have created for him or her. It is important to evaluate our everyday actions to ensure we are communicating messages of kindness and respect. It is also important to respect ourselves, which we can do through understanding our emotions and feelings and by making choices to take care of ourselves. Let's get started with our first lesson!

- Emotions and feelings
- Self-respect and good decision making
- Evaluate common situations for signs of respect or disrespect

Unit Lessons

Lesson Title	Lesson Objectives	Materials Required
Lesson 1 From the Inside Out	<ul style="list-style-type: none"> ● Identify different emotions and explore how our emotions are influenced by others. ● Understand the universal nature of emotions and feelings. ● Empower themselves to take control of their emotional responses. 	<ul style="list-style-type: none"> ☐ Hat, bag, or box (something from which to draw emotion slips) ☐ The emotions listed in Inspire, cut into strips for students to draw from some kind of container.
Lesson 2 Respecting Our (Emotional) Selves	<ul style="list-style-type: none"> ● Explore healthy ways to care for their own mental and emotional health. 	<ul style="list-style-type: none"> ☐ Caring for Ourselves and our Emotions worksheet ☐ Writing utensil
Lesson 3 Recognizing & Restoring Respect	<ul style="list-style-type: none"> ● Review the term respect. ● Identify respectful and disrespectful behavior. ● Articulate respectful solutions to problems. 	<ul style="list-style-type: none"> ☐ Recognizing & Restoring Respect Worksheet (see lesson)
Lesson 4 I'm Sorry + How Can I Help?	<ul style="list-style-type: none"> ● Review the term respect. ● Identify respectful and disrespectful behavior. ● Articulate respectful solutions to problems. 	<ul style="list-style-type: none"> ☐ "I'm Sorry, How Can I Help" worksheet (see lesson)

Unit Projects

Project Title	Project Overview	Materials Required
Project 1 Feeling Self-Portraits	This project will allow students to attribute emotion and feeling words to colors based on art and science. Use Plutchik's Color Wheel of Emotion and Color in Motion by Claudia Cortez to help explain these color/emotion associations. If a smartboard or computers are not available, invite students to explore these websites on their own and instead hand out a color wheel worksheet (image provided below). Students will use these color designations to create a self-portrait that is colored to reflect the various emotions the student experiences.	<ul style="list-style-type: none"> ☐ Art paper ☐ Misc. art supplies
Project 2 Respect Scavenger Hunt	In this project, students will read local newspapers or other publications looking for stories that showcase kindness and respect for self, for others, or for places or things.	<ul style="list-style-type: none"> ☐ Local publications (magazines, newspapers, newsletters, etc.) ☐ Could look for publications online, too, to add a technology component ☐ Respect Scavenger Hunt Worksheet

From the Inside Out

This lesson reviews the basic difference between emotions and feelings, while giving students an opportunity to practice recognizing emotions in others through a game of charades. The lesson also highlights the fact that it is natural to have emotional experiences and that, even though it may be difficult, we are able to control how we feel and respond to those emotions.

Respect Sub-Concept(s)

Self-care, Kindness

Lesson Timeframe

25-30 minutes

Required Materials

- ❑ Hat, bag, or box (something from which to draw emotion slips)
- ❑ The emotions listed in Inspire, cut into strips for students to draw from some kind of container.

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 different emotions and explore how our emotions are influenced by others.
- Understand the universal nature of emotions and feelings.
- Empower themselves to take control of their emotional responses.

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 yourself in preparation for your classroom each day.

Tips for Diverse Learners

- This is a discussion-heavy lesson, so students with limited language capabilities might benefit from working in smaller groups or writing/drawing their ideas.
- If you have students who are highly emotional or who have experienced trauma, it might be difficult to discuss emotions; the share section focuses on describing a happy emotion but the “empower” questions could trigger memories of negative emotional experiences. Tailor and select the questions based on your students.



Share

7-10 minutes

Welcome to the Respect Unit! Respect is very important, not only in our classroom, but in life! I know you have all heard this term before. Can someone share their definition of respect with us?

(Invite student response)

Good! The essence of respect is kindness. We are going to look at respect through three lenses: 1) How we respect ourselves. 2) How we respect others. 3) How we respect places and things. Meaning, how do we treat all of these areas with kindness?

Before we begin, though, let's talk about where our ability to be kind comes from. It comes largely from our emotional self: how we are responding to things happening around us. Our emotions are automatic and unconscious responses. We don't plan our emotions; we just experience them. Just like we don't plan to blink or breathe, we simply do them.

Our feelings, on the other hand, are a little more controllable; these are the outward expressions of our emotions. So, if we are experiencing the emotion of sadness, then our feeling is likely expressed through crying or a sad look on our face or a slumped posture. The pit in our stomach when we experience nervousness is how we feel that nervous emotion. The racing heart and sweating palms is how we feel the emotion of excitement.

Similarly, when we experience the emotion of personal gratitude or contentment or peace, we are able to feel those feelings through expressions of self-respect and self-care. We are better able to take care of ourselves when we experience the emotions of safety, happiness, and fulfillment. We want to smile, laugh, be active when we experience these positive emotions. We feel warm inside and like we belong. It's a wonderful feeling!

Turn to the person next to you and tell them about something that makes you experience the emotion of happiness and contentment. What makes you feel warm and safe and at home inside?



Inspire

Emotion Charades

7-10 minutes

We have many parts of ourselves: physical, social, mental, and emotional. We will be talking today and for the next few lessons about our emotional selves and what influences that part of who we are. To begin, we are going to play a game where one student acts out an emotion that they pick out of the box without saying the emotion. The rest of the class has to guess the emotion being acted out. Whoever guesses correctly gets to go next.

***Determine how students get to guess; raise hands, first to shout the answer, etc. Allow student to pick an emotion out of a hat, bag, box, etc., and act out the emotion for other students and have them guess. Play as many rounds as you like.*

Before we begin, let's review some of the emotions that humans often experience - if you aren't sure, think about the movie Inside Out:

- Joy
- Anger
- Disgust
- Fear
- Sadness
- Loneliness
- Happiness
- Satisfaction
- Determination
- Defeat
- Hope
- Hopelessness



Empower

7-10 minutes

I wanted to start with that simple game so that we can identify some emotions. Clearly we are all familiar with the outward expressions that tell us which emotions are being experienced: crying usually signals sadness; clenched fists or a scowl often means anger; a big smile means joy.

Now I want you to think through the past week. What are some emotions you experienced? Do you think any event or person impacted how you felt? Take a minute to think about this silently. Then answer the following question(s) in your journal (or, this could be converted to a worksheet that students complete) Ask as many questions from the following as you have time for/want to:

- Do you think your feelings are impacted by what happens to you or around you? Why or why not?
- Do you think your feelings are impacted by what you watch on TV the music you listen to, or the computer games you play?
- Do you think your feelings are influenced by your friends and the people you live with? In what ways?
- How do you think being aware of our emotions can help us better respect ourselves and others?



Reflect

5-7 minutes

It is important to recognize that we all experience similar emotions and we also express these emotions in similar ways. If any of us had to get up in front of the entire school and sing a solo, we would probably all get butterflies in our stomach and experience nervousness or fear; these are universal emotions and feelings. Our capacity to feel and express emotion is natural and is what makes us human.

It is important to recognize these emotions for what they are and to realize that it is normal to experience emotion and to express it. It is also important to recognize what is making you feel a certain way. If you feel scared, what is triggering this emotion for you and is there something you can do to change it? If you feel embarrassed, why? What can you do?

It is important to realize that we are in charge of our own bodies, minds, and hearts. Eleanor Roosevelt, wife of Franklin D. Roosevelt, who was the 26th president of the United States, once said, "No one can make you feel inferior without your consent." That means no one has the power on their own to make you feel bad or excluded or "less than" someone else. Only you can decide if you are going to let yourself feel this way. Granted, people can treat us poorly, which leads us to feel bad, but we can choose not to give in to that emotional experience. We can always choose to feel another way. Don't ever give someone that kind of power over you. This can be very difficult to do - especially if you feel the other person is stronger than you are - but if you respect yourself first, it gets easier. And you can always ask others for help so that you remain strong and kind to yourself and to others.

In our next lesson, we'll talk more about self-respect. Until then, pay close attention to your emotional experiences and how they make you feel. Are you controlling your emotions and feelings, or are they controlling you? I will ask you about this during our next lesson, so pay attention this week!



Extension Ideas

- Have students do some research on Eleanor Roosevelt and the impact she had on American life in the early 1900s.
- Have students write other inspirational quotes about emotions, self-respect, and emotional health, or have students locate other inspirational quotes and present them to the class.

Joy

Anger

Disgust

Fear

Sadness

Loneliness

Happiness

Satisfaction

Determination

Defeat

Hope

Hopelessness

Respecting Our (Emotional) Selves

This lesson builds off of Lesson 1 and allows students to not only identify emotions outwardly but also reflect on how they have identified emotions within themselves in the last week. They also have an opportunity to devise specific strategies to help them cope with emotional experiences, giving them greater opportunity for self-care and self-respect.

Respect Sub-Concept(s)

Self-care, Kindness

Lesson Timeframe

25-30 minutes

Required Materials

- Caring for Ourselves and our Emotions worksheet
- Writing utensil

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:

- Explore healthy ways to care for their own mental and emotional health.

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

- Revise this lesson to be sensitive to students have experienced (or who regularly experience) traumatic situations that would make discussing what makes them scared or angry difficult.
- Pre-assign partners (for the think-pair-share) so kids are branching out from their usual friend groups.



Share

3-5 minutes

We have been talking about what influences our feelings and emotions. Today, we are going to do an activity where we think about how to care for our minds, bodies, and emotions.

We are going to open this lesson with a think, pair, share. Turn to your neighbor (or to your pre-assigned partner, if applicable) and talk about some of the emotions you experienced in the past week since our last lesson. Remember how I asked you to pay close attention to those in between lessons? Did you experience joy? Anger? Sadness? Nervousness (like when you do something new for the first time)? When you experienced these emotions, what did you feel or how did you respond? Did you feel you were in control of your emotions and feelings, or did your emotions and feelings control you?



Inspire

5-7 minutes

Does anyone remember the quote from Eleanor Roosevelt that we discussed in our last lesson?

Ask if anyone can remember it or, if not, if they can state the main idea.

“No one can make you feel inferior without your consent.” —Eleanor Roosevelt

Another way to say this is learning to take care of our mental health (our ability to deal with the stresses of everyday life) and emotional well-being (how you understand, use, and express your emotions in a productive way.) There are healthy and unhealthy ways to care for our mental health and emotional well-being, which can impact how we feel. What are some unhealthy ways we can treat ourselves? I think Eleanor Roosevelt would say allowing someone else to make us feel bad about ourselves is one unhealthy way that we treat ourselves. What do you think?

Invite student response.

Now, what are some healthy ways we can treat ourselves?

Repeat discussion.

Remember, our goal is to show ourselves respect first so that we can show respect to others.



Empower

10-15 minutes

Now we are going to talk about some other ways that we can care for ourselves and our emotions.

Hand out the “Caring for Ourselves and Our Emotions” sheet. Then divide the students into pairs.

With your partner, discuss what these tips for self-care mean and some ways that you can follow the tips. After students have completed the activity sheet, invite students to share some of their ideas. Explain that they will be taking their “Caring for Ourselves and Our Emotions” sheet home to discuss with their parents, guardian, or the adults they live with.



Reflect

5 minutes

Today we talked about some healthy ways we can take care of ourselves. Treating yourself in a kind manner helps to maintain your mental and emotional well-being! And that’s self-respect!

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing, or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- What is self-care?
- What is emotional well-being?
- What is mental health?

Reflection Questions

- How can these tips help you be kind to yourself?
- Why do you think it’s important to be kind to yourself?
- Do you think mental health is as important as physical health? Why?



Extension Ideas

- Have students take home the completed “Caring for Ourselves and Our Emotions” worksheet and the Home Extension Activity sheet. Ask them to discuss some of the tips and ways they can try these tips with their parent, guardian, or an adult they live with and also answer the questions on the Home Extension Activity sheet.
- After a week of trying these techniques discuss the following with the students:
 - Did you try any of these tips at home? Did they help you manage your feelings in a way that showed kindness to yourself?
 - What are some ways to handle anger or negative feelings?
 - What ways did your family discuss that they could support you? Encourage students to continue practicing these techniques and check-in with them regularly about whether they are helping them manage emotions more effectively.

Caring for Ourselves and Our Emotions

Directions: Below are some tips for staying mentally and emotionally healthy. With your partner, discuss what each tip means and ways you can try this tip. Write your own answers in the space provided.

Tip	What does this mean?	What are some ways you can try this?
1. Give your brain a break.		
2. Exercise your brain.		
3. Eat healthy.		
4. Notice and feel your feelings.		
5. Don't avoid your problems.		
6. Accept the sad or bad things that happen in your life.		
7. Help yourself to feel better.		

Home Extension Activity

Name

Return by

As part of the Random Acts of Kindness program, we have been talking in class about taking care of ourselves, and how doing so affects how we feel. We discussed the following tips:

- Give your brain a break.
- Exercise your brain.
- Eat healthy.
- Notice and feel your feelings.
- Don't avoid your problems.
- Accept the sad or bad things that happen in your life.
- Help yourself to feel better.

Directions: Discuss the following questions and write or have your student write responses below or on the back and return to school by the date shown:

Do you think these tips can help you? What specific ways are you going to try to use these tips this week to show kindness to yourself?

What are some ways we can learn to handle our anger or negative feelings?

How can we support you at home?

Recognizing & Restoring Respect

This lesson helps students recognize that we don't always see respect modeled for us in the media, online, or in popular culture. Students will work together to identify respectful and disrespectful behavior, and then articulate where they see respect, where they do not, and how they could make more respectful choices. The focus is partly on respecting others but also is an introduction to respecting places and things which will be the focus of Lesson #4 in this unit.

Respect Sub-Concept(s)

Self-care, Kindness

Lesson Timeframe

25-30 minutes

Required Materials

- ☐ Recognizing & Restoring Respect Worksheet (see 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:

- Review the term respect.
- Identify respectful and disrespectful behavior.
- Articulate respectful solutions to problems.

Teacher Connection/Self-Care

Respect for others combines a myriad of social skills and compromise with individuals that may or may not feel natural to us. 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 (and adult!) you encounter.

Tips for Diverse Learners

- Use more culturally diverse images or images from the local community to help reinforce the concepts (if the images provided will not resonate with students)
- Modify the group work if small groups are ineffective for your students
- Provide specific presentation tips if students struggle with talking in front of other students



Share

3-5 minutes

In the previous lesson, we talked about self-respect and self-care. Can someone share something they have done so far today to respect themselves or to take care of themselves?

Invite student responses. Maybe begin with a personal example.

Good! I am glad so many of us have taken time already today(!) to respect and care for ourselves. Remember, if we don't care for and respect ourselves, it is difficult to care for and respect others.



Inspire

10-15 minutes

In this lesson we are going to talk about how we respect and show kindness to others. Let's review the definition of respect.

Review definition or invite student response.

What are some ways that we can show respect or disrespect for other people in our families?

Invite student response.

What are some ways that we can show respect or disrespect for other people in our classroom?

Invite student response.



Empower

15-20 minutes (flexible)

Okay, now we are going to broaden our perspectives a bit. Let's look at several images from recent news media or American pop culture (so, outside our families or our classroom) and I want you to work in small groups to decide if the people involved are showing respect for one another or not. If they are, explain how on your worksheet. If they are not, what is going wrong and what should be changed to make it more respectful?

See "You Be the Judge" worksheet below. After 7-10 minutes, invite groups to share their ideas with the larger group; this activity can take as long or as short as you want (maybe each group shares just one of their observations or they share all of them).



Reflect

5 minutes

Sometimes we don't always see respect modeled in our culture. It is important that we value other people even if they have different beliefs, cultures, opinions, or backgrounds than we do. It is also important that we think before we do or say something. Those Eagles fans were just regular, ordinary people who, most of the time, probably make very good choices. On that day, though, in the excitement of the big win, they made choices that showed disrespect to the city of Philadelphia, to law enforcement, and to other people (fans also tipped over cars, set fires, and destroyed private property).

Today, think about ways that we can show respect to people, places, and things.



Extension Ideas

- Invite students to sit down with parents/guardians and look through the literature, magazines, or even digital content they regularly consume at home (Facebook, Twitter, TV), and spend even five minutes evaluating the level of respect (or disrespect) they see. Have them document what they observe and discuss how these subtle messages might influence how they act and respect (or disrespect) each other at home!

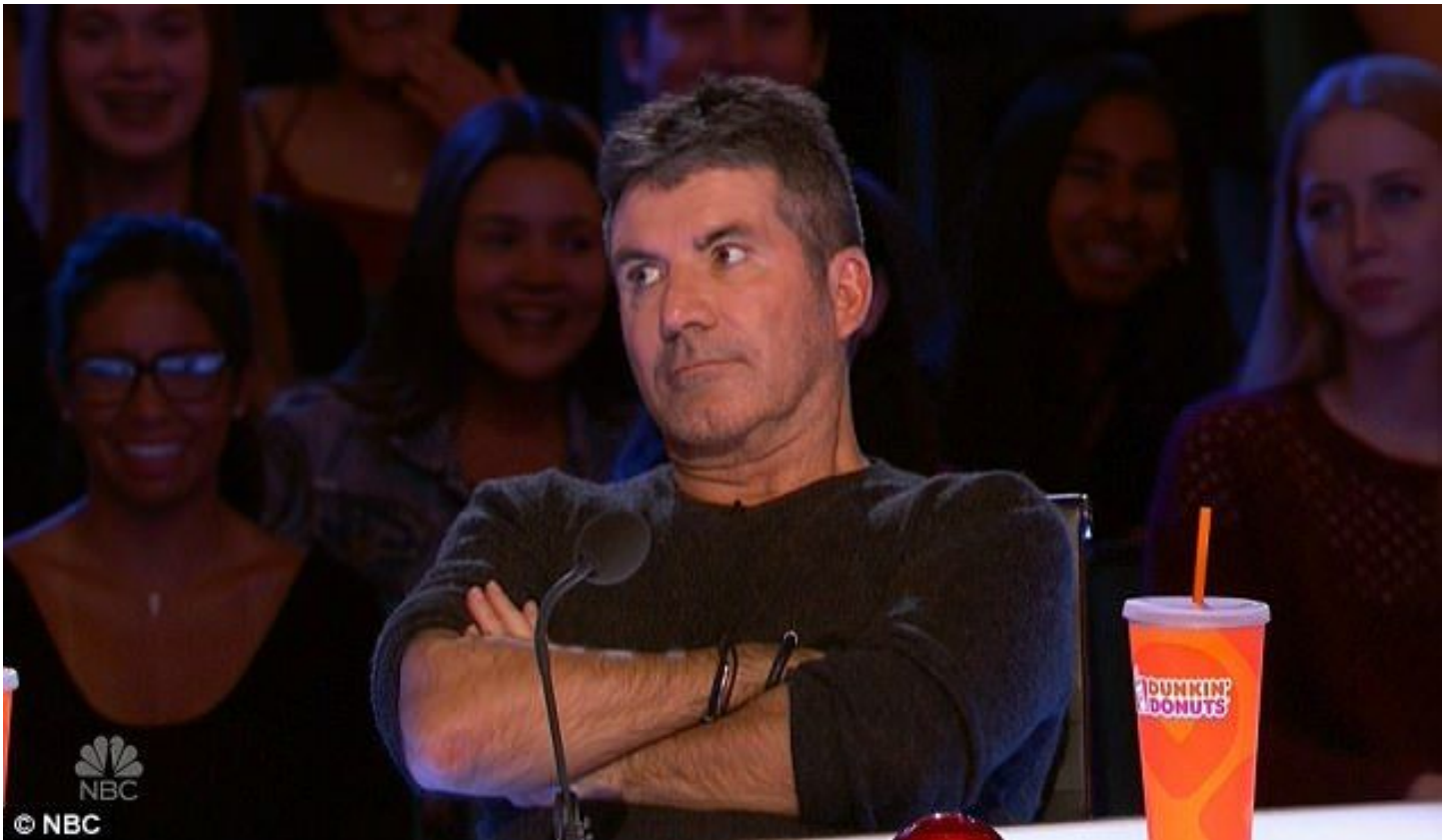
Recognizing & Restoring Respect Worksheet

Decide if the images shown depict people showing respect for one another or disrespect. If respect, explain why. If disrespect, decide as a group how you would instruct these people to treat each other with more respect.



(Source: <https://www.npr.org/sections/thetorch/2018/02/19/586962668/rivals-japan-south-korea-face-off-at-olympics-amid-chilly-ties>)

This image shows two women speed skaters in the 2018 Winter Olympics; the Japanese skater took first in the 500 meter event while the South Korean skater, her rival, took second. The South Korean skater was upset to have lost by such a narrow margin - less than a half a second!



(Source: <http://www.dailymail.co.uk/tvshowbiz/article-4645640/Simon-Cowell-saves-cute-dog-act-America-s-Got-Talent.html>)

This image is Simon Cowell on America's Got Talent looking frustrated or surprised about either the act or his fellow judges. Simon is well known for his blunt criticism of performers.





(Source: <http://www.coastalvirginiamag.com/November-December-2017/Right-Side-Political-Debates-In-Media/>)

This cartoon image depicts how politically-charged rallies and protests look in American culture. Is this example showing a respectful or disrespectful scene?



(Source: https://en.publika.md/riots-in-philadelphia-as-100000-eagles-fans-took-over-streets-celebrating-historic-super-bowl-victory_2644871.html)

This picture shows Philadelphia Eagles fans after the 2018 Super Bowl win; in this picture, four men are carrying a lamp post that fans had pulled down.



I'm Sorry + How Can I Help?

This lesson helps students recognize respectful and disrespectful behavior with regard to places and things. As in Lesson #3, they observe images that depict where disrespect is being shown for a place or a thing, and, relationally, to a person/group who is negatively impacted. Students work together to talk about how the mess or brokenness is a sign of disrespect and how it can be fixed and respect restored.

Respect Sub-Concept(s)

Self-care, Kindness

Lesson Timeframe

25-30 minutes

Required Materials

- ☐ "I'm Sorry, How Can I Help" Worksheet (see 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:

- Review the term respect.
- Identify respectful and disrespectful behavior.
- Articulate respectful solutions to problems.

Teacher Connection/Self-Care

Respect for others combines a myriad of social skills and compromise with individuals that may or may not feel natural to us. 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 (and adult!) you encounter.

Tips for Diverse Learners

- People may respond differently to the images (a messy room, for example, may not resonate as disrespect) - cultural background may impact perception. Help students work through the images as presented or select new images that resonate more fully with students. The examples provided attempt to display situations that could happen at school, at home, in nature, or in relationship with other people (accidentally breaking someone else's window).
- Modify the group work if small groups are ineffective for your students.
- Provide specific presentation tips if students struggle with talking in front of other students.



Share

2-3 minutes

In the last lesson, we examined an image of Philadelphia Eagles fans after the Eagles won the Super Bowl. In that picture, do you remember what the fans were doing?

They were carrying a street light pole that fans had torn down.

Yes, they had torn down this light pole and were carrying it around. They also tipped over cars, lit fires, and even climbed up onto an awning over a hotel entrance and stood up there until it collapsed! Clearly, they were not treating these things with respect. Instead, they destroyed things that did not belong to them and created more work (and expense!) for other people.



Inspire

5-7 minutes

I want you to think about an item that is really important to you. Take a minute to decide what your most important item is.

How would you respond if your brother or sister or pet or parent lost or broke that thing? How would you feel?

Invite student responses.

What would you expect them to do about the problem?

Invite student response. Likely many will say that they expect an apology but some may expect the other person to fix or replace the damaged item.

So, what I am hearing is that an, "I'm sorry" is a good start, but that you also expect them to help make the situation right. So, we should lead with, "I'm sorry" but follow it up with, "How can I help make this better?"

It is important to remember that we show respect not only for ourselves and others, but also for things and for places. When something or some place has been disrespected, we need to work to make it right again.



Empower

7-10 minutes

You are going to work in small groups to examine some situations where disrespect is being displayed for things and places. Someone has disrespected a thing or place and it won't be enough to simply say, "I'm sorry" to fix it. What are some things that could be done to help make the situation better and restore a sense of respect to the thing or place in the situation?

Break students into groups [or have students work individually or as a whole class, if that is preferred] and work through the three situations in the "I'm Sorry, How Can I Help?" worksheet.



Reflect

7-10 minutes

Ok! Let's talk about these pictures and your responses!

Invite group representatives to speak or project each image on the smartboard and go through the follow-up questions below; still invite group responses for how to fix each situation. Follow-up questions for each picture:

- Image 1: How many of you have seen messes in our lunchroom/cafeteria? Have you take the time to clean them up? If you have seen other students making a mess, do you encourage them to stop?
- Image 2: How many of your bedrooms look like this one? Have you ever thought of a messy bedroom as a sign of disrespect?
- Image 3: When you see litter outside, what do you do? What are some ways we can take better care of our local environments?
- Image 4: Have any of you accidentally broken something before? How did you fix the situation and show respect both for the broken object and the person to whom the object belonged?

I'm Sorry, How Can I Help? Worksheet

Each situation shows disrespect in some way. Decide what disrespect is being shown, whom it impacts, and how you could help in this situation.



(Source: <https://www.bustle.com/articles/82449-robyn-schneiders-extraordinary-means-is-coming-and-we-have-goods-from-the-book-exclusive-excerpt>)

This image shows a mess in the school cafeteria. How is disrespect being shown and who does it impact? How could an order of respect be restored to this place?



(Source: <https://www.thespruce.com/clean-bedroom-quickly-1900094>)

This is an image of a messy bedroom. How is disrespect being shown and who does it impact? How could an order of respect be restored to this place?



(Source: <https://pixabay.com/en/garbage-can-garbage-pollution-waste-1260832/>)

This is an image of an overflowing garbage can in a public park. How is disrespect being shown and who does it impact? How could an order of respect be restored to this place?



(Source: <http://www.aggsons.com/Pages/BrokenWindows.aspx>)

This is an image of a boy with a baseball and baseball bat by a window that he accidentally broke with the ball. How is disrespect being shown and who does it impact? How could an order of respect be restored to this place?

Feeling Self-Portraits

This project will allow students to attribute emotion and feeling words to colors based on art and science. Use Plutchik's Color Wheel of Emotion and Color in Motion by Claudia Cortez to help explain these color/emotion associations. If a smartboard or computers are not available, invite students to explore these websites on their own and instead hand out a color wheel worksheet (image provided below). Students will use these color designations to create a self-portrait that is colored to reflect the various emotions the student experiences.

Respect Sub-Concept(s)

Self-care, Kindness

Project Timeframe

25-30 minutes

Required Materials

- Art paper
- Misc. art supplies

Teachers can learn more about Plutchik's Color Wheel of Emotions before starting this project at the following resources:

- [Plutchik's Wheel of Emotions: What is it and How to Use it in Counseling?](#)
- [Plutchik's Wheel of Emotions – 2017 Update](#)

Project Details:

We have been talking about different emotions and how our own emotional well-being and self-care is so important. We experience a lot of emotions and it's important to recognize that all our feelings are valid and give us information about ourselves. Today you are going to create a self-portrait showing an emotion and use color as a personal, symbolic expression of that emotion.

Show students the Color and Emotions wheel on a document camera or smart board, either a printed version or from the website listed above. Explain that artists use color to show emotions; the interactive video and color exercise by Cortez is a great way to further explain the colors and what they typically represent. If you have time and access, allow students time to explore that activity (must be on a device that is Flash enabled).

Ultimately, the students can use this color wheel and their new knowledge about color representations to choose colors for their self-portrait or they can be creative and use the colors in any way they choose.

Examples of these types of self-portraits can be found here:

<https://www.deepspacesparkle.com/emotion-portraits/>

Hand out paper, black markers, and watercolors. Allow time for students to create their self-portrait.

When we look at the self-portraits, they are all different and unique. Some of us used yellow, some used orange, some used a lot of green. I want you to show your portrait to the class and see if they can guess what emotion you were portraying. After we guess, then you can describe your portrait. Be sure to use respectful words that show caring towards yourself when you speak. Then have students present their portrait to the rest of the class one at a time.

Summary

Today you were able to communicate your feelings through the creation of a self-portrait. Communicating with others and understating our feelings allows us to better relate to one another and to respect one another. Kindness is often expressed through our acknowledgement of others or our own emotions.

Proposed Lesson Outcomes:

Students will:

- Explore the different meanings and emotional associations of each primary color.
- Apply the emotional significance of color to a self-portrait.
- Exhibit self-reflection in the art and presentation of the portrait.

Optional Extension Discussion Activity

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing, or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

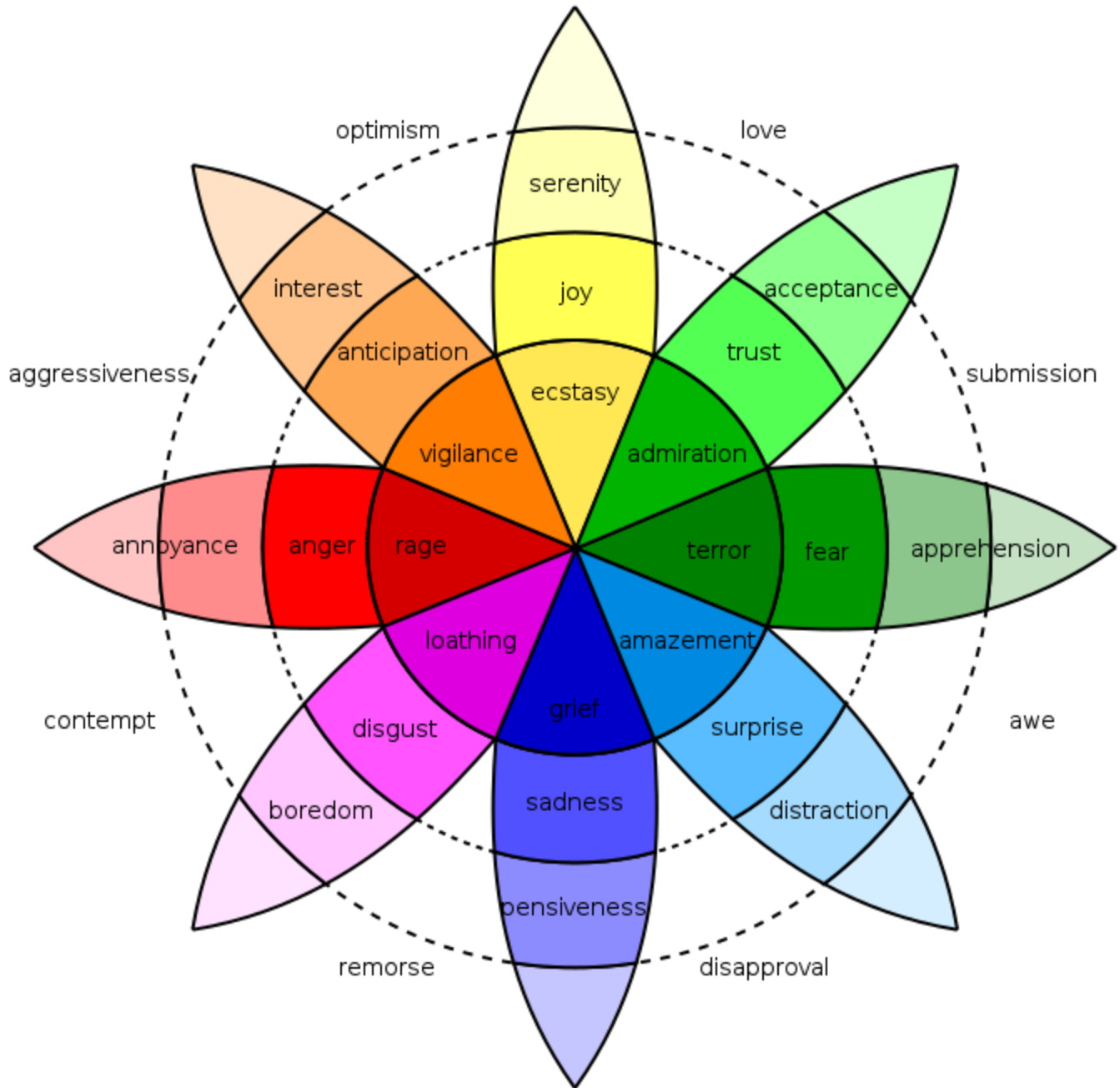
Evaluation Questions

- What emotions or feelings are useful or tell us something about ourselves?
- Did everyone portray the same emotions?
- How do respect and self-care relate to describing your portrait?

Reflection Questions

- Why did you choose the emotion you did? Is that the emotion that best describes you?
- Did you chose to portray a strong emotion or a more subtle emotion? Why?
- Can you always tell how a person is feeling just by looking on the outside?

Plutchik's Color Wheel of Emotions





Respect Scavenger Hunt

In this project, students will read local newspapers or other publications looking for stories that showcase kindness and respect for self, for others, or for places or things.

Respect Sub-Concept(s)

Self-care, Kindness

Project Timeframe

25-30 minutes

Required Materials

- Local publications (magazines, newspapers, newsletters, etc.)
- Could look for publications online, too, to add a technology component
- Respect Scavenger Hunt Worksheet

This project can be used in conjunction with a reading or social studies lesson. Students will be not only identifying evidence of kindness and respect, but also making personal connections to local stories or organizations that can help them feel more connected to and aware of their local community.

The aim is for students to find local elements of respect being shown to self, to others, or for places/things. Once they find a story that conveys at least one of these elements, they fill out their “Respect Scavenger Hunt” worksheet. The project can end at that point, or you can add one or more of the suggested extensions, depending on time and desire to cultivate the project beyond the initial hunt.

Project Details:

Students can work in small groups, pairs, or individually. Ensure each student has access to local publications (could be magazines, newspapers, newsletters, etc.). It would be good to have a variety of publications and multiple copies of each. Local distributors may be very willing to provide extra copies. Local libraries may also have a number of materials you can borrow or simply have. Provide students with the “Respect Scavenger Hunt” worksheet to complete as they look through the publications.

Extension Ideas:

- Students can present their story and their findings to the class.
- Students can write letters to the publication or staff writer that highlighted a story of respect, talking about what they learned, thanking them for sharing an example of respect in their publication, and/or explaining what other types of stories on respect or kindness they would like to see.
- Create a class or school “newspaper” and have students write articles for publication in that newspaper. Could expand into an ELA or social studies lesson if talking about the history of print/newspapers or if working on article writing and editing.
- Create a collage of the articles, pasting them to a large poster board and writing down the words (or highlighting them in the article) that represent respect or kindness.

Optional Extension Discussion Activity

- If you don’t use an extension idea above, you can simply discuss findings as a large group or share a teacher example and ask questions about it.

Respect Scavenger Hunt

Name of Publication _____

Title of Article _____ Date of Article _____

Author Name(s) _____

5W+H SUMMARY OF THE ARTICLE (who, what, when, where, why, how):

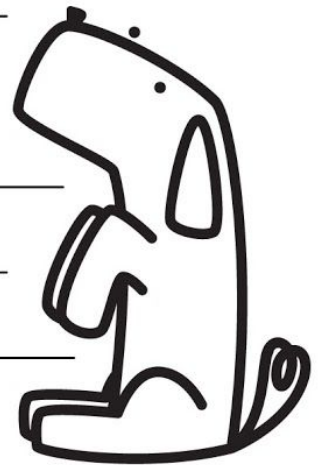
WHO _____ **WHAT** _____

WHEN _____ **WHERE** _____

WHY _____ **HOW** _____

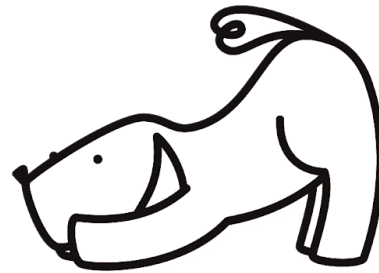
Evidence of kindness and respect (be specific): _____

What new thing did you learn and how could it impact your own ability to be kind and show respect? _____



**RANDOM ACTS OF KINDNESS
FOUNDATION***

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 topic is already known by many of our students this year, we will be diving deeper into 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? • Why is self-respect needed before we can treat others respectfully? 	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, people in the community? • How do our words and actions affect others? • Why do our words and actions need to align? 	Help your child examine the connection between what you say and what you do. Discuss the conflict when your words reflect kindness, but your actions do not.
Respect Across Settings	<ul style="list-style-type: none"> • How do respect our school, our home, our community at large? • How can one person's decision to show respect change others around them? 	Talk with your children about different ways to respect their community. Explore ways that your home, school, and/or neighborhood might benefit from an increase in respect. How can we help others to treat these areas with respect as well?

Key activities we'll be doing:

- Play emotion identification charades!
- Explore self-care tips!
- Practice recognizing and restoring respect!
- Use images to explore consequences for disrespect in our community!

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 the Home Extension Activity handout connected to Self-Care tips. Work with your child to practice these tips and identify which worked and why. We can all use expanded self-care!

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: Take Five

CASEL

Self-awareness

Identifying emotions
Accurate self-perception
Self-confidence
Self-efficacy

Social awareness

Perspective-taking
Empathy
Appreciating diversity
Respect for others

Relationship skills

Communication
Social engagement
Relationship-building

Responsible decision-making

Analyzing situations
Evaluating
Reflecting

NHES

Standard 1. Understanding concepts

1.5.2 - Identify examples of emotional, intellectual, physical, and social health.

Standard 2. Analyzing influences

2.5.1 - Describe how family influences personal health practices and behaviors.
2.5.3 - Identify how peers can influence healthy and unhealthy behaviors.
2.5.5 - Explain how media influences thoughts, feelings, and health behaviors.
2.5.6 - Describe ways that technology can influence personal health.

Standard 4. Interpersonal communication

4.5.1 - Demonstrate effective verbal and nonverbal communication skills to enhance health.

Standard 8. Advocating

8.5.1 - Express opinions and give accurate information about health issues.

Common Core

English Language Arts Standards

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.5.1

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

CCSS.ELA-LITERACY.L.5.2

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

Knowledge of Language:

CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.5.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.5.5.C

Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

Lesson 2: Respecting Our (Emotional) Selves

CASEL

Self-awareness

Identifying emotions
Accurate self-perception
Self-confidence
Self-efficacy

Social awareness

Perspective-taking

Relationship skills

Communication

Responsible decision-making

Analyzing situations
Evaluating
Reflecting

NHES

Standard 1. Understanding concepts

1.5.1 - Describe the relationship between healthy behaviors and personal health.
1.5.2 - Identify examples of emotional, intellectual, physical, and social health.

Standard 4. Interpersonal communication

4.5.1 - Demonstrate effective verbal and nonverbal communication skills to enhance health.

Standard 5. Decision-making

5.5.1 - Identify health-related situations that might require a thoughtful decision.

Standard 7. Practicing healthy behaviors

7.5.1 - Identify responsible personal health behaviors.
7.5.2 - Demonstrate a variety of healthy practices and behaviors to maintain or improve personal health.

Common Core

English Language Arts Standards

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.5.1.B

Follow agreed-upon rules for discussions and carry out assigned roles.

CCSS.ELA-LITERACY.SL.5.1.C

Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

CCSS.ELA-LITERACY.SL.5.1.D

Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

Language

Conventions of Standard English:

CCSS.ELA-LITERACY.L.5.1

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

Knowledge of Language:

CCSS.ELA-LITERACY.L.5.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.5.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Lesson 3: Recognizing & Restoring Respect

CASEL

Self-awareness

Identifying emotions
Accurate self-perception

Self-management

Impulse control
Self-discipline
Self-motivation

Social awareness

Perspective-taking
Empathy
Appreciating diversity
Respect for others

Relationship skills

Communication
Social engagement
Relationship-building
Teamwork

Responsible decision-making

Identifying problems
Analyzing situations
Solving problems
Evaluating
Reflecting
Ethical responsibility

NHES

Standard 1. Understanding concepts

1.5.2 - Identify examples of emotional, intellectual, physical, and social health.

Standard 2. Analyzing influences

2.5.2 - Identify the influence of culture on health practices and behaviors.
2.5.3 - Identify how peers can influence healthy and unhealthy behaviors.
2.5.5 - Explain how media influences thoughts, feelings, and health behaviors.
2.5.6 - Describe ways that technology can influence personal health.

Standard 7. Practicing healthy behaviors

7.5.1 - Identify responsible personal health behaviors.

Standard 8. Advocating

8.5.1 - Express opinions and give accurate information about health issues.

Common Core

English Language Arts Standards

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Speaking and Listening

Comprehension and Collaboration:

CCSS.ELA-LITERACY.SL.5.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

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Follow agreed-upon rules for discussions and carry out assigned roles.

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Language

Conventions of Standard English:

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Knowledge of Language:

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Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Vocabulary Acquisition and Use:

CCSS.ELA-LITERACY.L.5.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

Lesson 4: I'm Sorry + How Can I Help?

CASEL

Self-management

Impulse control
Self-discipline
Self-motivation

Social awareness

Perspective-taking
Respect for others

Relationship skills

Communication
Social engagement
Relationship-building
Teamwork

Responsible decision-making

Identifying problems
Analyzing situations
Solving problems
Evaluating
Reflecting
Ethical responsibility

NHES

Standard 1. Understanding concepts

1.5.2 - Identify examples of emotional, intellectual, physical, and social health.

Standard 2. Analyzing influences

2.5.2 - Identify the influence of culture on health practices and behaviors.

Standard 4. Interpersonal communication

4.5.1 - Demonstrate effective verbal and nonverbal communication skills to enhance health.

Standard 5. Decision-making

5.5.1 - Identify health-related situations that might require a thoughtful decision.

Standard 7. Practicing healthy behaviors

7.5.1 - Identify responsible personal health behaviors.

Standard 8. Advocating

8.5.1 - Express opinions and give accurate information about health issues.

8.5.2 - Encourage others to make positive health choices.

Common Core

English Language Arts Standards

Writing

Text Types and Purposes:

CCSS.ELA-LITERACY.W.5.1

Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

CCSS.ELA-LITERACY.W.5.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Speaking and Listening

Comprehension and Collaboration:

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CCSS.ELA-LITERACY.SL.5.1.D

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Language

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Knowledge of Language:

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Use knowledge of language and its conventions when writing, speaking, reading, or listening.

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CCSS.ELA-LITERACY.L.5.5

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