

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.



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See last page for details.

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.

- 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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The Collaborative for Academic, Social, and Emotional Learning (**CASEL**) has been reviewing evidence-based SEL programs since 2003. Kindness in the Classroom® meets CASEL's SElect Program and is included in the [CASEL Guide to Effective Social and Emotional Learning Programs](#).

Kindness in the Classroom® met or exceeded all of CASEL's criteria for high-quality SEL programming. Kindness in the Classroom® received CASEL's highest designation for high-quality SEL programming.

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

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