

# Treat Myself with Kindness

This lesson dives deeper into self-respect and how students can take ownership over this concept. Students will create a self-respect collage using words (and pictures if desired) to show how they can show self-respect in a variety of ways.

## Respect Sub-Concept(s)

Self-care, Kindness

## Lesson Timeframe

45 minutes

## Required Materials

- Cardboard or Cardstock for each student
- Magazines or printed images
- Glue sticks
- Scissors
- 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.



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FOR SOCIAL AND EMOTIONAL LEARNING.  
See last page for details.



## Lesson Objective

Students will:

- Explain how self-care demonstrates respect for oneself.
- Identify ways they can treat themselves with kindness and respect.

## 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 ways to show self-respect (Words and Actions)
- Complete a personal self-respect collage to show the class as an example.
- Prewrite student’s names on their boards if needed.
- Have advanced writers divide the collage into 6 sections and free write different ways to show self care through actions and words.

## Share

2-3 minutes

If desired, have the students gather in your community/library area. (You can ask the group while at their desks as well). Ask them to share an example of how they showed self-respect this week at school.

- If you are completing the RAK notebooks (see the first project in this unit), ask each student to share something they drew or wrote down.



## 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 through actions and words. 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. (Examples include eating breakfast, wearing clean clothes, getting plenty of sleep, etc.)

### T Chart- Self-Respect

5-7 minutes

Using your Interactive Whiteboard or a large piece of paper, create a T-chart highlighting ways to show self-respect using both ACTIONS and WORDS. Have the students brainstorm ideas for self-care in both capacities.

- *How can we show ourselves respect by our actions? (treating ourselves with kindness, eating healthy, etc.)*
- *What kind words can we say to ourselves to show self-respect? (I am strong, smart, kind, 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 create personal collages using heavy paper or cardstock. They will focus on ACTIONS and WORDS that show self-respect. If you created an example, explain your kind actions and words that encourage self-respect.

- Have students write their names in capital letters in the middle of the cardboard. Encourage them to leave space around their name so it is not covered up as they create their collage.
- Provide Magazines, Clip Art, etc., if possible for pictures that depict people acting or speaking kindly to themselves.
- Students can draw pictures also.
- Students can write words/phrases showing self-respect.
- Students must be able to explain their choices and how they relate back to self-respect.



## Reflect

5 minutes

Have each student share 2-3 components of their collage with the class. Encourage others to raise their hands in agreement if they also had similar self-respect actions or words included in their collage.

*Treating ourselves with kindness and respect is just as important as showing kindness to others! Remember to always take time to treat yourself with kindness. You will show others how you deserve to be treated and they will do the same!*



## Extension Ideas

- Students can affix their collages to their desk, cubby, or chair for daily encouragement.
- Send the collages home and encourage the students to discuss their collage with a family member. Have students report back one way that a family member is able to show self-respect to themselves that they didn't think about.

RAK Notebook Questions (See RAK Notebook Project in this unit for more details)

- Do you think it is easier to be respectful to yourself or others? Why?
- Allow students to free draw or journal their answers to this prompt. Encourage complete sentences and concrete examples.



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LEARNING.

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/>