

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.



DESIGNATED BY CASEL
AS A RECOMMENDED PROGRAM
FOR SOCIAL AND EMOTIONAL LEARNING.
See last page for details.

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 who 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.



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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/>

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?
