



Educator Guide: Showing Care and Concern for Self and Others Lesson

Recommended for Grades:

Kindergarten

Time:

6 minutes

National Health Education Standards:

This activity aligns with the following National Health Education Standards:

- Standard 1: Use functional health information to support health and well-being of self and others.
- Standard 4: Use interpersonal communication skills to support health and well-being of self and others.

For more information about the National Health Education Standards, visit the SHAPE America website: shapeamerica.org.

Learning Objectives:

After completing this lesson students will be able to:

1. Describe ways to show care and concern for others.
2. Describe behaviors that show respect for self and others.

Lesson Description:

In this lesson students will learn what it means to show respect for yourself and for other people. They will also learn what it means to show care and concern for others.



Pre and Post-Test Questions:

Use the following questions with your students in any way that you see fit (on paper, using a survey tool, etc.). You may choose to combine questions from various lessons and activities that your students participate in.

Circle which one shows respect for others.



Say a mean comment.

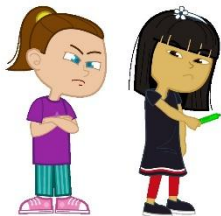


Use kind words.



Leave a mess.

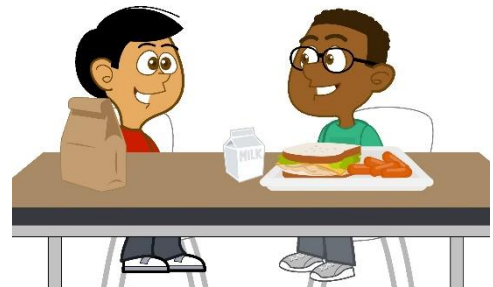
Circle how you show concern for a classmate.



Take their markers
without asking.



Play a game without
them.



Have lunch with them
if they are alone.

Vocabulary:

Use the following list of vocabulary as a reference for yourself or your students as you complete the Showing Care and Concern for Self and Others Lesson. You may choose to use this list in any way that fits your needs.

- Relationship – a connection between two people that involves showing care and concern
- Respect – showing you care

Supplemental Activity: Sharing Circle Activity

Objectives:

After completing this activity students will be able to:

- Describe ways to show care and concern for others.
- Describe behaviors that show respect for self and others.

Materials Needed:

- An item to pass as the “talking stick”

Time Required:

25 minutes

Instructions:

Before this lesson, you should select an object of significance or fun for your students to pass as the “talking stick”. Once you have selected an object, inform students that no one is allowed to speak unless they are holding the object.

Have the class sit together in a large circle so each student can see everyone. Explain to the class that when each student has the talking stick, they will respond to the prompt of your choosing from the options listed below:

- Share one good or nice thing that happened to you today or yesterday.
- Share your favorite game to play.
- Share your favorite animal and why it is your favorite.
- Share your favorite type of weather and why it is your favorite.
- Share your favorite time of day and why it is your favorite.

Encourage students to be creative sharing their response. While each student with the talking stick is sharing, instruct the other students to show respect, care and concern for the sharing student by listening attentively and quietly.

After going around the circle and each student has shared, engage the students in a discussion about other ways they can show care and concern for each other.



Handouts

Included on the following pages are additional resources that you and your students' families may find useful.



Help Your Child Manage Their Feelings

It can be hard for children to cope with their feelings. You can help them learn to handle strong feelings, like anger, excitement and sadness.

- Help your child name their feelings. Children who can name their feelings can better understand and talk about how they feel.
- Talk with your child about their feelings. Talking to a trusted adult helps your child learn how to manage their feelings.
- Show you care. When your child talks about their feelings, let them know you understand how they feel. This will help them feel supported and respected.

Children who practice showing kindness and understanding are more likely to have healthy relationships. If your child can think about how other people are feeling, that will help them get along with others. The first step is becoming aware of their own feelings.

Growing Your Child's Self-Esteem

Self-esteem is how we feel about ourselves.

High self-esteem and low self-esteem in children

Children who have high self-esteem feel good about themselves. They often feel liked, accepted and they believe in themselves. They are more willing to try new things and can cope better with their mistakes. Children with high self-esteem often do better in school and in relationships. Children who have low self-esteem can doubt themselves and feel like they are not as good as other kids. They can expect less of themselves and assume others do not think well of them.

There are some things you can do to help your child have higher self-esteem:

- **Offer positive attention and care.** Children begin to grow in their own self-esteem when they work towards a goal, make an effort or learn something new.
- **Help your child learn something new.** Allow your child to watch you and practice with you when they are learning something new. Then they can try it themselves.
- **Praise your child's effort no matter the outcome.** Knowing that their effort matters will help ground your child in what they can control. It rarely helps to criticize kids.
- **Focus on your child's strengths.** Allowing your child to be seen for what they are good at can do great things for their self-esteem.
- **Set a good example.** When your child sees you using positive self-talk and self-care even when making a mistake, they will be more likely to pick up these traits.



Recommended Reading List

These books can be read aloud to help students relate to characters dealing with different mental and emotional health concerns. You may encourage students to check out one of these from the school library to bring home and read with their families.

“B is for Breathe” by Dr. Melissa Munro Boyd (2019, Ages: 4-10)

“Everyone” by Christopher Silas Neal (2016, Ages: 4-6)

“Frog Slime: A Child’s Guide to Calming Down” by Dr. Amanda DeSua (2017, Ages: 0-6)

“Grumpy Monkey” by Suzanne Lang (2018, Ages: 3-7)

“Listening to My Body” by Gabi Garcia (2019, Ages: 4-10)

“My Body Sends a Signal: Helping Kids Recognize Emotions and Express Feelings” by Natalia Maguire (2020, Ages: 3-9)

“Ruby Finds a Worry” by Tom Percival (2019, Ages: 3-6)

“Taking a Bath with the Dog and Other Things That Make Me Happy” by Scott Menchin (2013, Ages: 4-8)

“The Color Monster” by Anna Llenas (2018, Ages: 4-8)

“Visiting Feelings” by Lauren Rubenstein (2013, Ages: 4-8)

“When I Feel Angry” by Cornelia Maude Spelman (2000, Ages: 4-8)

Mental and Emotional Health Resources

- 988 Lifeline, 988lifeline.org, call or text 988
- Centers for Disease Control and Prevention (CDC), cdc.gov/childrensmentalhealth/
- Children's Wisconsin, childrenswi.org/find-care/mental-behavioral-health
- KidsHealth, kidshealth.org
- Mental Health America, mhanational.org
- National Alliance on Mental Illness (NAMI), nami.org
- National Institute of Mental Health (NIMH), nimh.nih.gov
- PBS Kids for Parents: Emotions and Self-Awareness, pbs.org/parents/learn-grow/all-ages/emotions-self-awareness
- Wisconsin Department of Public Instruction (Student Services/Prevention and Wellness), dpi.wi.gov/sspw



Transcript

Slide 1

Belinda Badger: Have you ever heard of the word “respect”? We are going to learn about it today! Having respect for yourself and others is important for having a healthy mind.

Slide 2

Belinda Badger: Respect means showing you care. You can show respect for yourself and you can show respect for others.

Slide 3

Belinda Badger: Respecting yourself shows that you matter, and you do! Treating yourself with respect makes you feel good! Click on each of my friends to hear how they respect themselves.

Zoe: I think of positive words to tell myself when I am struggling to do something. I say, “You can do this!”

Miguel: I show respect for myself by not getting too upset when I make mistakes. I remember that mistakes happen and they help us learn!

Quinn: I respect myself by taking care of my mind and body. I always make sure I exercise and eat healthy foods.

Slide 4

Belinda Badger: Being respectful to other people is important because our words and actions impact, or affect, others.

Showing respect to others means caring how your words and actions affect other people. When you are being respectful, you treat people with kindness by speaking kind words or doing helpful things.

When you are using hurtful words or doing unkind things to others that is being disrespectful. It’s important to think about how you would feel if you were treated this way.

Slide 5

Belinda Badger: How can you show respect for others and for yourself? There are many different ways! Click and drag each of the following statements to show if it is showing respect for others or showing respect for yourself!

Use kind words

(Others): That's right!

(Yourself): Not quite. Using kind words shows respect for others!

Think positive thoughts

(Others): Nope. Thinking positive thoughts is showing respect for yourself.

(Yourself): Correct!

Listen to others

(Others): Yes, you got it!

(Yourself): Sorry, listening to others is showing respect to others.

Eat healthy foods

(Others): Not exactly. Eating healthy foods means you respect yourself.

(Yourself): That's right!

Take turns

(Others): Yes, you're right!

(Yourself): No, sorry. Taking turns is a way to show respect for others.

Be kind to yourself

(Others): Not quite. Being kind to yourself is showing respect for yourself.

(Yourself): That's right!

Help others

(Others): Yes!

(Yourself): Helping others is actually showing respect for others.

Exercise

(Others): Actually, exercising is showing respect for yourself.

(Yourself): You've got it!



Slide 6

Belinda Badger: Having good relationships with friends and family depends on being able to understand and care about how someone else is doing. When we stop to think about how another person is feeling, we can better know how to help and support them.

Slide 7

Belinda Badger: There are lots of things you can do to show care and concern for others. Click my friends to learn more!

Devonte: Pay attention to other people's feelings. Asking other people how they are doing and listening to what they say can help us show that we care.

Miguel: Think about your behavior around others. If you're doing something that might make you feel bad, it might also make someone else feel bad. If you're doing something that makes you feel good, it might make someone else feel good too.

Quinn: We don't all think or feel the same way. It's important to understand that others might feel differently about things than we do.

Zoe: It's important to stand up for others. When someone is feeling down or being teased, we can think about how that would make us feel and do something to help them feel better.

Slide 8

Belinda Badger: Click on each picture to watch an example of kids choosing to show care and concern for others.

Quinn: Hey what's up you look sad.

Miguel: I am sad, I really miss my new puppy, Crosby.

Quinn: I bet you do. Maybe we could find a book to read about puppies?

Miguel: Okay thanks, let's do that!

Miguel: Hey do you mind if I eat with you? Looks like you could use a friend!

Devonte: Sure that'd be great.

Miguel: Hey after lunch do you want to join our kickball game?

Devonte: Thanks, that sounds fun!

Belinda Badger: Wow those were some really cool ways to show a friend you care! Can you think of other ways you can show care and concern for your friends and family?



Slide 9

Belinda Badger: Showing care and respect for yourself and others will not only help you feel good about yourself, it will also make your relationships better. Both of these things are important to having a healthy mind! That's all for now, take care!



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