

Knowing and Respecting Places and Things

This lesson helps students recognize that we need to not only respect ourselves and others, but also the things we have and the places where we spend our time. Students will have an opportunity to discuss this concept as a large group and then will complete a worksheet individually to help them think of specific actions they can do to show respect to things and places.

Respect Sub-Concept(s)

Self-care, Kindness

Lesson Timeframe

45 minutes

Required Materials

- ☐ Respecting Places & Things worksheet (below)
- ☐ “Those Shoes,” by Maribeth Boelts

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

Lesson Objective

Students will:

- Understand the full definition of respect which includes treating things and places with kindness.
- Determine a concrete strategy for demonstrating respect for things and places.
- Demonstrate comprehension of a short story, connecting the unit themes to the main idea.

Teacher Connection/Self-Care

Reach out to another teacher that you may struggle with- check in to see how they are doing this week. Respect starts with YOU.

Tips for Diverse Learners

- Encourage limited English speakers to draw pictures on their worksheet while practicing writing.
- Remind students that a prized possession does not need to be something expensive; not all students will have new and fancy things at home, but each can think of something to treat with respect, even if it's the shoes on their feet as demonstrated in the lesson's story.



Share

5-7 minutes

So far in this unit we have talked about how to respect ourselves and others. Our definition of respect also includes treating places and things with kindness, too. Let's start with a place that students are very familiar with: school.

Ask: How do we show our school respect?

Invite student responses. Encourage responses to incorporate all areas of the school, including the classroom.

Ask:

- What about our things? How do we show respect for our things (either here at school or our things at home)?

Invite responses.



Inspire

10-15 minutes

Read “Those Shoes,” by Maribeth Boelts

Read Aloud Link: <https://www.youtube.com/watch?v=TcMSz1Okob8>

Ask students the following comprehension and reflection questions; they can be answered as a large group.

- What was it that Jeremy needed?
- Did Jeremy get the shoes he wanted?
- Was Jeremy happy when he got the black shoes with the white stripes? Why or why not?
- How did Antonio show Jeremy respect?
- How did Jeremy show Antonio respect?
- In the end, what new thing did Jeremy have that other kids didn't?

Based on what we know of Jeremy and his grandmother, how do you think Jeremy will treat his new boots?



Empower

7-10 minutes

Hand out the Respecting Places & Things worksheet.

instructions:

Now we are going to identify four things and places that we are going to intentionally care for and respect for the rest of this week [or the weekend or next week if ending the week on this lesson].

1. Think about something you have that is considered a “prized possession” (e.g., something you work hard to care for and keep safe; the most important thing you own; something that would break your heart to lose or damage.) Or, think of something very ordinary that you use, enjoy, or need but that you rarely think about in terms of respect. (e.g., shoes, toothbrush, backpack, glasses, plates.) Should you think about respecting this thing more?
2. Think about a place that is special to you that requires that you keep it clean or organized or maintained.
3. Think about something that is considered the prized possession to another person you care about.
4. Think about a place or space that you share with at least one other person (could be many people, though); how do you work together to care for and respect that space?

Complete the four boxes on this worksheet. Write or draw about these four things and places. Then, complete the sentences in each box: “I will respect this item or place by_____.” Write down one specific thing you will do in the next week/weekend to show respect and care for this thing or place.



Reflect

5 minutes

Invite students to share one of their items: what it is and how they will demonstrate a specific act of respect and care over the next few days.

Sometimes we take special things for granted, which means we no longer realize how special and important they are. Hopefully this will help us remember that everything we have and every place we go deserves respect, care, and kindness. Put this sheet up in a place at home where you will see it and remember to respect what you have.



Extension Ideas

- Extend this lesson out several weeks; perhaps you can have students bring this same worksheet back in a month with parent initials that the items/places have been shown care and respect.



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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/>

Respecting Places & Things Worksheet

Name: _____

My Prized (or Ordinary but *Important*) Possession is:

I will respect this item

by _____.

A Special Place that Needs My Care is:

I will respect this place

by _____.

Someone Else's Prized Possession is:

I will respect this item

by _____.

A Shared Space that Needs Our Care is:

I will respect this place

by _____.