LESSON 6
Self-Care

Prerequisite: Completion of Lessons 1-5

Objectives: students will be able to...

* Describe how to be compassionate toward self
* Explain how understanding our emotions can lead to self-compassion
* Describe concepts related to compassion (appreciation and respect)

Materials

* Read-aloud or means to show electronic read-aloud
* SWBST anchor chart
* Theme anchor chart

Teacher Notes

Compassion isn’t just something you show to others, it’s important to show yourself compassion as well. When you understand your feelings you can better understand what you need and what can be done to help. When you understand what you need, you can show yourself compassion. In this lesson, students will understand what it means to care for themselves.

Opening

15 min
Format: Turn and talk, activate prior knowledge, read-aloud

Debrief

10 min
Format: Whole group debrief, direct instruction

Materials

* Frayer models
* Self-CARE slides and means to display
* Self-CARE evaluation (1 per student)

In this story, we learned about [main character] who learned to have compassion for him/herself and accept how he/she was different.

Discuss as a class:

* Summarize the story using the mnemonic device of SWBST. Place the stickies on the anchor chart to correspond

Teach the students what theme is using the theme anchor chart. Briefly review the anchor together.

Choose one of the following books, based on your class’ needs, what’s available in your library, and your personal preference. All of them have the same basic premise of a main character who is different but learns to accept his/her differences and have compassion on him/herself.

- Chrysanthemum by Kevin Henkes
  https://www.youtube.com/watch?v=t2pCR8YHszM
- Stand Tall, Molly Lou Melon by Patty Lovell
  https://www.youtube.com/watch?v=yYdni7pv0c4
- A Bad Case of the Stripes by David Shannon
  https://www.youtube.com/watch?v=cKaQXmRvpvw
- Spaghetti in a Hot Dog Bun by Maria Dismondy
  https://www.youtube.com/watch?v=3cXWrUjI0K8
Now that we know what the story is all about, let’s talk about what the author was trying to teach us. We call this the theme or the message of the story. Some common themes are friendship, kindness, honesty, or compassion.

Have students turn and talk to a partner:
• What did [the main character] learn in this story?
• How did [main character] grow or change during the story?
• What important part about life is the author trying to teach us?
• How did [main character] show compassion to him/herself? Who, if anyone, showed them empathy? Who showed them compassion and helped them learn to have compassion on themselves?

After students have shared with a partner, allow a few students to share with the whole group.

Now that we’ve seen that you can learn to show compassion to yourself as well as to others, let’s work on a way we can remind ourselves to show compassion to ourselves. Remember that compassion is when you SEE someone in need, CARE about their feelings, and DO something to show you care. For yourself, that means noticing your feelings, caring about your feelings, and doing something when you don’t feel well.

Display the Self-CARE slides and briefly explain what each letter of “CARE” stands for. Don’t spend too much time, though, because students will work together in groups to better define them.

Divide students into 4 groups.
Distribute a Frayer model to each group. Go over what each section of the model means.
Have students work together to complete the Frayer model with their group.

Modifications:
• Copy Frayer model onto large chart paper to make it easier for all students in group to write.
• Designate a “recorder” to write down others’ thoughts
• Use a Kagan strategy for group work such as rally robin or timed pair share. https://www.kaganonline.com/free_articles/research_and_rationale/330/The-Essential-5-A-Starting-Point-for-Kagan-Cooperative-Learning

Walk around and monitor/help students as they complete the activity

Debrief
ITY 3 min
Format: Class discussion

Have each group share their Frayer with the class.
• Allow students from other groups to share their ideas to add on.
• Reiterate that in order to show compassion to ourselves, we should think of showing self-CARE.
• Review what self-CARE stands for again.
Turn and talk: What are some ways that we can show compassion to ourselves?
Have a few students share out after the turn and talk.
Discuss as a class:
- Why is it important to show ourselves compassion/to have self-CARE?
- How did [main character from book you read] have self-CARE?

At the end of the lesson, give students the Self-CARE evaluation page.

Create an anchor chart or posters for Self-CARE and display.
Display the Frayer models.

Additional Suggested Reading for Students:
- Chrysanthemum by Kevin Henkes
  https://www.youtube.com/watch?v=t2pCR8YHszM
- Stand Tall, Molly Lou Melon by Patty Lovell
  https://www.youtube.com/watch?v=yYdni7pv0c4
- A Bad Case of the Stripes by David Shannon
  https://www.youtube.com/watch?v=cKaQxMrpvyw
- Spaghetti in a Hot Dog Bun by Maria Dismondy
  https://www.youtube.com/watch?v=3cXWrUjO8

Learners needing support:

Learners ready for extensions:

Notes for next time
# Self-Care Evaluation

<table>
<thead>
<tr>
<th>Self-Care</th>
<th>One way you can take care of yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Care</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Appreciation</strong></td>
<td>One way you can appreciate yourself</td>
</tr>
<tr>
<td><strong>Respect</strong></td>
<td>One way you show yourself respect</td>
</tr>
<tr>
<td><strong>Empathy</strong></td>
<td>One way you can show yourself empathy</td>
</tr>
</tbody>
</table>

---

**The Compassion Project**
Empathy

Definition: What does it mean?

Examples: How can you show empathy? Hint: Think about when you're feeling strong negative emotions.

Non-examples: What are ways you wouldn't be showing empathy for yourself? Hint: Think about when you're feeling strong negative emotions.

Characteristics: What are some synonyms?