



Where help becomes hope.

## Creating a Caring Class

**Suggested Grade Levels:** 1-3

**Subject:** Language Arts

**Character:** Kindness/Respect

**Materials and technology to be used:**

- Situation cards – **x1 photo per small group**
- Crayons and markers – **x enough for each student**
- Poster paper for a banner – **x1 long sheet**
- “This Week...” worksheet – **x1 per student**
- CD player or computer with audio – **x1**
- Photos of the teacher’s pets – **x however many**
- “Kindness Check Off” worksheet – **x1 per student**

**Objective(s):**

To create a caring classroom environment where students respect and care about each other and the people and animals in their lives. Students will learn about the importance of respect and kindness which will be prompted through a variety of activities.

**Anticipatory Set/Hook:**

Write the word RESPECT in large letters somewhere around the room where all students can see. Have photos of the teacher’s pets displayed nearby. You may even wish to play the song “Respect” by Aretha Franklin as students are coming into the class. Tell students that today you have a special lesson for them. Ask them if they have any guesses as to what you may be discussing....

**Lesson Beginning:**

1. Hold a “Preliminary Discussion” with students:
  - What does it mean to respect another person or animal? Ask students to give examples of how they have been respectful toward others.
  - What does it mean to be kind to another person or animal? Ask students to give examples of how they have been kind towards others.
  - Why is it important to be kind and respectful to animals as well as people?
  - What are some ways that you can be respectful and kind to the people in our class as well as your family members and pets? (The teacher can refer to their own pet photos here and give personal examples.)
2. Have students turn and talk with a neighbor (or incorporate movement however you wish) for the next few questions. Call on one or two students to share quality

responses out loud:

-Was there a time when you were treated unkindly and without respect? What happened? How did you feel?

-Was there a time that you saw another person or animal treated unkindly and without respect? What happened/how did you feel? What would you have done differently?

-Was there a time when you treated another person or animal unkindly and without respect? Why did you do it? How do you think the person or animal felt? What could you have done differently?

3. Discuss the **"Golden Rule"** = *"Treat others the way that you would want to be treated."*

#### **Middle of Lesson:**

1. After the discussion divide the students into small groups. Each group should receive a card with a situation on it. Utilize the situation cards for this.
2. Assign a "Recorder" and a "Reporter" in each group who will have special jobs. The "Recorder" will take notes on the group's discussion, and the "Reporter" will share their group's ideas out loud with the whole class.
  - You may wish to skip this step with younger students.
3. Each group will read over the situation and decide if the choice that has been made is positive or negative one. If the situation is *negative*, the group should decide how they would change it to make it positive. If it is *positive*, the group can come up with ideas as to how that situation is an example of respect and kindness. After each group has finished, the "Reporter" can share their findings with the rest of the class.
4. Reiterate how respect and kindness was/could have been shown in all the situation cards.

#### **End of Lesson:**

1. Have students complete the "This week..." worksheet on their own. This will prompt thoughts for the following activity.
2. Have students work together to create a classroom "We are respectful to both people and animals..." banner. Students can take turns adding a picture or small phrase to the banner which describes how they treat other people and/or animals with kindness and respect (students may choose to use an example from their "This week..." worksheet). Students can then sign the banner.
  - i.e.. "I make sure my cat stays indoors and safe.", "I always share and take turns.", "I am gentle and quiet whenever I pet an animal.", "I leave wildlife alone.", "If someone looks

lonely I ask them to play.”, “I follow directions.”

3. Review the whole banner as a class and celebrate the respect/kindness that your students display every day! Display the banner where all can see, potentially in the hall where other students and staff can view, as well.

**Closure:**

1. Ask students: “How will you use the ‘*Golden Rule*’ at school and at home?”
2. Ask students for examples of animals they may think are weird, ugly, scary, or different. Discuss why they feel this way and how they can get past these feelings by learning about the animal. Explain they can use this method when they feel that way about their peers as well.

Ex) Many people think rats are gross, dirty animals without any value. In fact, domesticated rats are very friendly, clean, and smart rodents that are wonderful pets!

3. Stress that it is still important to show respect/kindness to ALL people and animals no matter how you feel about them.

**Extension:**

Students can take the “Kindness Check Off” worksheet home to complete as homework. Encourage students to share the activity with their families and to have a conversation with them on how people can help one another, animals, and the Earth.

Information adapted from the Humane Society of Missouri





**Every day my family takes  
our dog for a walk.**



**Two girls were making fun of  
another girl at school.**



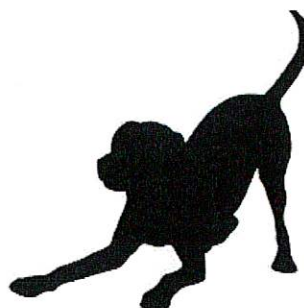
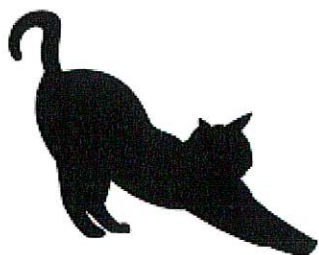
**I saw some kids teasing and  
throwing rocks at a squirrel.**



**We take our cat to the vet  
for a check-up once a year.**

Name: \_\_\_\_\_

This week, I was PAWS-itively kind and respectful to people and animals by doing the following things:

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



**KIND** Name \_\_\_\_\_

## Kindness Check-off

How can people help one another, animals, and the Earth? There are lots of things we can do. Some things that we do help people. Some things that we do help

animals or the environment. Some things that we do help people, animals, *and* the environment! For each line below, check one box, two boxes, or all three boxes.

### Ways to help

**Helps  
people**

**Helps  
animals**

**Helps  
the  
environment**



1. Keep cats indoors.
2. Share things.
3. Pick up litter near a pond or stream.
4. Spay or neuter pets.
5. Notice how others are feeling.
6. Walk instead of riding in a car.
7. Use a canvas bag for shopping.
8. Be a good listener.
9. Recycle plastic containers.
10. Leave wild animals alone.
11. Take turns.
12. Smile.
13. Recycle cans and bottles.
14. Give away old clothing so others can use it.
15. Remember to say thank you.
16. Turn off lights when you leave a room.
17. Buy items with as little packaging as possible.
18. Play with pets.
19. Volunteer at the local humane society.
20. Use both sides of paper.

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**Put a check beside the things that you think are harder to do. On the back of this sheet, tell what could make doing those things easier.**