

The Ripples of Respectful Listening

This lesson will provide students with the basic skills and key elements of respectful listening. Use the basic structure provided in this lesson and incorporate unique classroom needs.

Respect Sub-Concept(s)

Self-Care, Kindness

Lesson Timeframe

30-35 minutes

Required Materials

- ☐ *Lacey Walker, Nonstop Talker* by Christianne Jones
- ☐ White board, chalk board, large piece of paper to take notes on in front of the class, Smart Board
- ☐ Gold stones for the Kindness Pond. If stones are not available, use pennies or another item.

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:

- Identify key elements of respectful listening.
- Demonstrate respectful listening in small groups and during classmate presentations.

Teacher Connection/Self-Care

Write a positive affirmation on the board today to remind everyone (including yourself!) that you are a valuable member of the class.

Tips for Diverse Learners

- Advanced students may be able to have a short discussion about the difference between hearing and listening: <http://keydifferences.com/difference-between-hearing-and-listening.html>
- ELL students can share how to say the word “listen” in their native language.
- Kinesthetic learners can devise a physical movement or gesture that symbolizes learning and connect it with the dictionary definition.
- For students who come from a culture that does not typically look someone in the eye when speaking, encourage them to show they are listening in another way, perhaps by bowing their heads, sitting still, and keeping hands folded or open (as demonstrated below). If students are simply shy, you could encourage them to make some eye contact and to focus their eyes on something that tells the other speaker you are paying attention even if you are not looking right into their eyes.



Share

5-7 minutes

Write the word SILENT on the board or use cut-out letters that can stick to the board, wall, or felt board; this could also be done digitally if using a Whiteboard.

Ask students to read the word and ask them what it means. They will probably say something like, “quiet” or “has no sound.”

Now, ask if anyone knows the secret word that is hidden in the word “SILENT” if you rearrange the letters? After some guesses, rewrite, rearrange, or digitally shift the letters from SILENT to LISTEN.

Ask students to read and define the word Listen, and then ask how SILENT and LISTEN are similar or related.

Ask, *What qualities make a good listener?*

Invite student response. Write these qualities on the board or in a visible space.

Ideally student answers will include using their mouth, eyes, arms, legs in some way to go along with the MEAL acronym explained in the Empower section.



Inspire

6-8 minutes

Review the definition of **respect**: *treating people, places, and things with kindness*. Explain that today we are going to talk about respectful listening and how we can show kindness to others when we use our whole bodies to listen. Ask the kids to listen to the story using the qualities that you just talked about and wrote down.

Read Aloud: “Lacey Walker, Nonstop Talker” by Christianne Jones

Read Aloud Link: <https://www.youtube.com/watch?v=B98jUpGHBv4&t=> (4 min)

Questions for discussion:

- What happened when Lacey talked all the time?
- What happened when Lacey had to be silent? What did she learn?
- When we are silent and listen to others, how does that show kindness to the person we are listening to? (This may be a complex question: look for students to talk about giving others a chance to share; about showing we care by being interested in what someone else is interested in, instead of only doing what we are interested in, etc.



Empower

10-12 minutes

This activity will give students a chance to practice whole body listening, using mouths, eyes, arms, and legs. Follow suggested prompts/dialogue below to facilitate whole body listening instruction and role play.

Did you know that we use our whole body to listen? We don't only use our ears. We also use our mouths, our eyes, our arms, and our legs! You can remember this by thinking about the word MEAL: Mouth, Eyes, Arms, Legs. This helps us enjoy a conversation with another person just like we might enjoy a really nice meal!

Here is how you might [model](#) this before kids get started:

Ask for a student volunteer or demonstrate with a classroom helper:

I am going to ask _____ to tell me what (he or she) had for breakfast this morning. Then, I am going to use my eyes, ears, arms, and legs to listen and respond.

First, I will use my eyes to look into _____ eyes.

Second, I use my mouth to either restate what I heard _____ say or to ask a question about that he/she said. I will also smile!

Third, I will use my arms and legs to have an open, inviting posture, like this: (Stand with legs about shoulder distance apart and arms open but down at your side.)

This posture tells _____ that I am ready to listen to his/her story! If I cross my legs like this (cross your legs) or if I cross my arms like this (cross your arms) or if I am looking off in the distance or frowning, I communicate to _____ that I am closed up. I am not ready to listen. So, start a conversation with a nice, open posture, where you look your partner in the eye and smile.

Okay! Let's practice!

Do a short role play with your classroom helper where you model whole-body listening.

Now it is your turn. I am going to put you into groups of three. There will be a speaker, a listener, and an observer (someone who watches). You will get a chance to do all three jobs. I want you to take turns with the speaker and the listener having a short conversation about what you had for breakfast this morning, just like _____ and I just did. I want the third member of the group to observe the MEAL taking place between the speaker and the listener. When the conversation is over, the observer tells the group how the listener used his or her mouth, eyes, arms, and legs to listen. Then rotate jobs: the observer becomes the listener, the listener becomes the speaker, and the speaker becomes the observer. Rotate until everyone has done all three jobs. When we are done, we will meet back as a class to talk about what we experienced!



Reflect

5 minutes

After the exercise, use this time to review the concepts:

- What does MEAL stand for? Invite student response.
- Ask students for examples on how to listen with their mouths, eyes, arms, and legs.
- **Ask:**
 - “What are some things you felt when you used your whole body to listen?”
 - “When you were a speaker, how did it make you feel to know that someone was truly listening to you?”
 - “How do we show kindness to others when we listen to them?”

Ideas for reinforcement:

When you see students using good, whole body listening, put a GOLD stone into the Kindness Pond (representing the gold star Lacey got in the story; you could also create a whole body listening chart and add gold stars when you see students listening in this way. After so many stars, you can have a class celebration)!

Remind students that when they listen well and carefully to others, they are showing respect. Good listening creates ripples that go out and encourage others to listen, too.



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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/>