



LESSON 3

Learning to Listen Unit Grade 1 • Ages 5-7

TIME FRAME

Preparation: 15 minutes
Instruction: 30 minutes

MATERIALS

Listening Role-Plays, cut apart
before class

Learning to Listen Home Extension
Activity

[Kindness Concept Posters](#): Respect,
Responsibility

LEARNING STANDARDS

Common Core: CCSS.ELA-Literacy.
SL.1.1, 1a-c, 2, 3, 4, 6 Colorado:
Comprehensive Health S.3,
GLE.1, EO.c; Reading, Writing and
Communicating S.1, GLE.1, EO.a,c,d;
S.1, GLE.2, EO.a,b,c; S.2, GLE.2, EO.e;
Drama and Theatre Arts S.1, GLE.1,
EO.a

[Learning standards key](#)

Act It Out!

Students will learn about practical ways they can
be better listeners through role-play scenarios.

Key Terms for Students

Consider writing key terms on the board before class to introduce vocabulary and
increase understanding.

LISTEN To hear someone or something on purpose.

RESPECT Treating people, places, and things with kindness.

RESPONSIBILITY Being reliable to do the things that are expected or
required in your life, home, community and environment.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

- Being assigned to groups with a variety of strengths.
- Having a partner who helps them act out their part in the role-play.

Resources

This lesson builds on [previous lessons in this unit](#).

RAK lessons teach kindness skills through a step-by-step framework of **Inspire, Empower, Act** and **Share**.

However, each lesson starts with the **Share** step to reinforce learning from previous lessons.



The RAK paradigm is the framework for teaching and building kindness skills.



Share (3 mins)

Share what you wrote for your **Listen Up!** Activity about how you showed your parent or sibling that you were listening at dinnertime. Alternatively, share things you can do to make sure you're **listening** to your friends at lunchtime?

Inspire

Discussion and Brainstorming (5 mins)

*Now we are going to talk about and practice some of the ways that we can all become better **listeners**. What are some ways we talked about how to **listen** to someone so they know that you are interested and care? Allow students to respond and encourage their ideas. Write their responses on the board and draw a simple image to accompany the suggestion.*

Then add some other ways if they haven't been mentioned (and draw images on the board), including: We can look at the person we are talking to, we can pay attention to them, and we can repeat what the other person says so they know you are **listening**. Let's say I was talking and someone interrupted me. Do you think that person was really **listening** to me? Allow students to respond.

Empower

Role-Play (15 mins)

*Now I am going to divide you up into groups and give you a piece of paper with a situation written on it. In your group, I want to figure out who will be which person and what each person will do and say. Then you will act out your role-play for the rest of the class and I will ask when you are done whether the people in the role-play were good **listeners**.*

Divide up students into groups of four. Give each group a situation and give them a few minutes to decide who will play what role in the skit. Then have the students act out the role-play for their classmates.

Another option would be to write situations that apply to what is happening in the classroom or allow students to write their own.

*After each role-play, say: Give a thumbs up if you thought the person or people in the role-play were good **listeners** and a thumbs down if you thought they weren't good **listeners**.*

Then ask, as necessary: *Why did you think they were good **listeners**? Why did you think they weren't good **listeners**? How do you think they can become **responsible listeners**?*

Wrap Up (5 mins)

To gauge understanding of the material, choose from either the evaluation or reflection questions as discussion, writing or journal prompts. Consider providing additional time for deeper evaluation and reflection as needed.

Evaluation Questions

- How can you show someone that you are **listening** to them speaking?
- Why is **listening** an important part of being kind to others?

Reflection Questions

- What did you learn about how to **listen** from this activity?
- Do you think being a good listener is a way to be kind or show **respect** to others?

Summary

There are many ways we can show others that we are listening. Looking someone in the eye as they talk, nodding your head, or repeating what the other person said are some ways we can show we are paying attention to them. It is respectful and kind to listen to people when they talk.



Act (2 mins)

Kindness Minute

*Think of one way you are really good at showing other people you're **listening** and share it with a partner.*

Kindness in Action

Complete the Learning to Listen Home Extension Activity.



Listening Role Plays

Situation 1

Some friends are talking and another friend comes up and interrupts.

Situation 2

Three kids are playing computer games and their mom asks them to stop playing and clean the living room. They stop what they are doing and clean up the living room.

Situation 3

Three 1st graders are chatting while the teacher is explaining a math problem.

Situation 4

A group of students are playing at recess and start to disagree about what they want to play. They listen to each other's ideas and take turns playing what everyone wants to play.

Situation 5

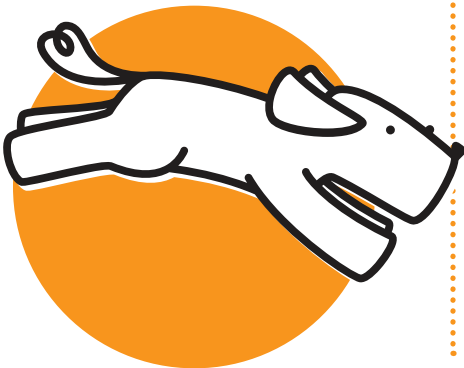
Three friends are talking to each other when a 1st grader comes up to them and asks them a question. They don't look at her or answer her question.

Situation 6

Some 1st graders are sitting and drawing at their desk. The teacher asks them to stop, and a few of them listen. One, however, won't stop and doesn't look at the teacher.

Situation 7

A new 1st grader joins the class. The teacher asks two other 1st graders to be his buddy for the day. They ask him questions about where he is from, what he likes to do, and how he likes living in his new city. When he answers, they look at him.



Learning to Listen

NAME _____

PLEASE RETURN BY _____

Background

As part of the Random Acts of Kindness program, we have been talking in class about how listening to others shows respect and how we are all responsible for being good listeners. Ask your student what he or she has learned about listening and to show you how to use a talking stick.

Vocabulary Words

RESPECT Treating people, places and things with kindness.

RESPONSIBILITY Doing what you need to do.

Instructions

Review the vocabulary words above. Discuss the following questions and write (or have your student write) responses below or on the back and return to school by the date shown:

What are some ways that we can listen carefully to others at home?

Are there ways that we can become better listeners?

