



LESSON 3

Learning to Solve Problems Unit Grade 1 • Ages 5-7

TIME FRAME

Preparation: 10 minutes
Instruction: 30 minutes

MATERIALS

Quart-size clear plastic jar with lid

Draw and cut out a face (about 4" high x 3" wide), taped to the top of the jar

8-10 clothespins

Poster sheets

[Kindness Concept Posters](#) for
Perseverance, Respect

LEARNING STANDARDS

Common Core: CCSS.ELA-
Literacy.SL.1.1a-c, 2, 3 Colorado:
Comprehensive Health S.3, GLE.1,
EO.c,f; Reading, Writing and
Communicating S.1, GLE.2, EO.a-c

[Learning standards key](#)

Listening With an Open Mind

Students will identify different ways
they can listen with an open mind.

Lesson Background for Teachers

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

Key Terms for Students

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

PERSEVERANCE Keep trying even when something is difficult, not giving up.

RESPECT Treating people, places, and things with kindness.

PROBLEM A situation that is hard to deal with.

OPEN MINDED Willing to try new things and hear new ideas.

TIPS FOR DIVERSE LEARNERS

Students might benefit from:

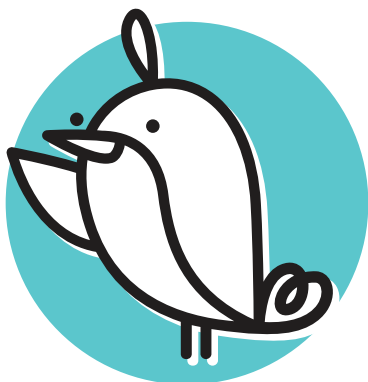
- Symbols or pictures drawn next to the rules on the board as a visual aid.
- Creating hand motions as a class for each rule as way to help recall the rule.
- Dividing into two or more groups and using more than one jar to speed up the activity.
- Working in pairs to help increase understanding of the rules.

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.



Resources

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Share (3 mins)

Ask a couple of students to share ([from Lesson 2](#)) how they've used the four steps to help solve a **problem** they have had. Avoid using any names of classmates. Alternatively, have students share what they do when they have a problem with a friend.

Inspire

Discussion (5 mins)

*We are going to play a game to figure out what it means to listen with an **open mind**. Has anyone ever heard that phrase before? What do you think it means?*

Show children the open jar and say: *Let's pretend this jar is a person.* Point to the face and say: *See — it's the person's head.* Put the lid on the jar and then say: *When someone won't listen to new ideas, we say the person's mind is closed. Pretend these clothespins are new ideas. Do you think the ideas will go in when the person isn't listening?*

After children guess, put the jar on the ground with the lid closed and try to drop clothespins into it. *What happens to new ideas when we don't listen?* (The ideas don't go in.)

Remove the lid and drop the clothespins again, carefully, so they go into the jar. *When we decide to really listen, we have an **open mind**. Then we can hear and understand new ideas.*

Empower

Brainstorming (5 mins)

*What do you think we can do to listen with an **open mind**?* Allow students to respond and write their responses on a large poster sheet or on the board. Include the following rules and read through them after the discussion:

- Stay quiet while someone else talks.
- Talk about what the person said.
- Ask questions to make sure you understand.
- Look at the person talking.
- Say back what you heard.
- Think about how the person might feel.
- Show **respect** as you listen to their ideas?

Clothespin Activity (10 mins)

Turn over the paper or erase the board. Then give a clothespin to the students, one at a time, and have them stand at a designated spot and try to get the clothespins in the jar. If the student gets the clothespin into the jar, he or she gets to repeat, one of the rules for listening (as listed above or those created by students).

Then suggest situations where it is hard to listen, either from class or you can use the following situation: *Jaime feels frustrated when he has to work in a group, because he wants everyone to do things his way. He talks when other people are talking and doesn't like to listen to other people's ideas. His friends feel frustrated too. From the list on the board, what do you think Jaime could do to listen better to other people's ideas?*

It may not always be easy to listen to others with an **open mind**, but it's important to keep trying even if it's hard and show **perseverance**.

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

- What does it mean to have an **open mind**?
- How can you show someone you are listening with an **open mind**?

Reflection Questions

- What do you think is an important rule for listening when you have a problem?
- When is it hard for you to listen?

Summary

*When we decide to really listen, we have an **open mind**. It's kind to be able to hear and understand new ideas with an **open mind**. There are many ways you can show you are listening with an **open mind**: stay quiet while someone else talks, ask questions to make sure you understand, look at the person talking... just to name a few.*



Act (2 mins)

Kindness Minute

*Ask the person next to you a question and listen with an **open mind** as they respond. Take turns.*

Kindness in Action

Write down from the poster board one way that you are going to listen with an **open mind** this week.

