

Communicate the RAK Way: Respectful, Assured, Kind

This lesson gives students an opportunity to examine body language and the messages we send through our bodies; they will identify body language, name the message being sent, and then practice whole body listening during a role play situation. This lesson gives students a small opportunity to express opinions and beliefs about given topics as well as listen, ask questions, and practice positive and respectful conversation skills. This is a good preview for Project #1 where students will debate an issue as a class.

Respect Sub-Concept(s)

Self-care, Kindness

Lesson Timeframe

45 minutes

Required Materials

- Situation cards (below)
- Background information for whole body listening: [Teaching Students Whole Body Listening](#) ★ [The Blue Brain Teacher](#)

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:

- Respectfully state facts and opinions and listen to those of their peers.
- Utilize body language to send messages of respect.
- Engage in whole body listening.

Teacher Connection/Self-Care

Respect for your community is a natural result when one possesses self-respect and respect for others. This is the third piece of the puzzle under the heading of respect. How do you demonstrate respect within your school and your community? Getting involved in organized opportunities allows you to give back in a structured, concrete way. However, don't overlook the daily random acts of kindness that you have access to within the school and your town. Simple tasks such as cleaning up the campus or turning off unused lights in your home to decrease electricity usage are also valid ways to respect your community. Stay alert to the opportunities presented to you. This will in turn help you pass this practice down to your students.

Tips for Diverse Learners

- Pair students in advance so you control who pairs up with whom; role play or have a teacher's aide role play with students who have limited language capabilities.
- Use the whiteboard or chalkboard to display cues for active listening and the questions students can ask to help remind learners of their task throughout the role play.



Share

2-3 minutes

In this unit we have been talking about what it means to show respect to ourselves, to others, and for our community. In our lesson about respecting others, we learned about beliefs, values, and opinions, and how we might have different beliefs, values, and opinions. Even though we might be different, it is still important to respect one another and show kindness to one another. What are some ways to show respect and kindness to others that we discussed a few weeks ago?

Invite student responses.



Inspire

5-7 minutes

One way you can tell if someone is truly listening to you and respecting your ideas is by their body language. When I say body language, what am I talking about?

Invite student response and even demonstration; if someone says “you can tell someone is angry because they scowl and cross their arms” have a student demonstrate that.

Good! We are going to talk a little bit about body language and how we can use that to show respect to others when we are talking to them, especially if we disagree with what they are saying. To practice, let’s look at a few pictures of people. We are going to identify the mood of the situation by reading the body language.

**Choose whichever/however many examples from the list below as you wish. Display on the whiteboard or print. Invite students to explore what is happening in the picture: what the person(people) are feeling based on body language. Example images linked below:

<https://pixabay.com/en/listen-informal-meeting-chatting-1702648/>

<https://pixabay.com/en/human-children-girl-talk-763156/>

<https://pixabay.com/en/water-fight-children-water-play-442257/>

<https://pixabay.com/en/high-school-football-confrontation-1579498/>

<https://pixabay.com/en/relationship-couple-conflict-2418155/>

<https://pixabay.com/en/angry-mad-upset-person-young-3126438/>

<https://pixabay.com/en/person-woman-girl-alone-409127/>

<https://pixabay.com/en/book-bored-college-education-15584/>

When we are sharing our ideas and listening to other people’s ideas, the goal is not for us to simply argue or to dismiss what the other person is saying. Our job is to listen. We can show respect and ultimately kindness to others if we take the time to truly listen to them.



Empower

15 minutes

Now we are going to do a think, pair, share activity where you each take turns talking about an issue that you will draw out of this bucket. With your partner, you will talk about the side of the issue you agree with and your partner will role play active listening. Your job is to present your ideas and your partner's job is to use appropriate body language to tell you that he/she is listening.

Partners, your job is also to ask questions. Your job is not to argue with the person speaking but to ask questions that help you understand what he or she is saying.

Here is how this could look:

Select a student to demonstrate this activity with one of the topics (or a new one) and prep the student with some of the questions below and whole body listening skills.

“That is interesting. Tell me more about that!”

“I don't think I understand what you mean. Can you say it again?”

“Let me see if I understand. You are saying that...,” and then repeat back the main ideas.

Then, you will switch roles. The person who was listening will discuss the issue that they drew out of the bucket and you will become the listener.

When it is your turn to listen, I want you to use whole body listening: use your eyes, your body posture, your movements, your arms/hands to demonstrate that you are paying attention. Did you see how [insert student's name] did that in our demonstration? Mimic the whole body listening postures again or have the student do it as a model.

Think about the messages your body language sends to your partner. Remember how we talked about respecting the beliefs and opinions of others in our 2nd lesson; we can respect someone's ideas even if we don't personally agree with them. When you are speaking, don't forget to look at your partner. As they respect your right to speak, you can respect them and say “thank you” for their good listening by delivering a sincere message.

Ok! I will come around now with the topics; pair up with the person next to you (or, pairs you choose if that is better for your group) and we will begin.

Set a timer so each person has equal time; 3-5 minutes would be appropriate.



Reflect

5 minutes

Ok! Let's return to the class. I want to hear about some of your experiences. How did it feel to talk about something you believed in?

Invite student responses.

How did it feel to have someone listening to you who was genuinely listening and interested?

Invite student responses. Ideally students will note that they felt confident, comfortable, respected, and appreciated.

Can anyone share a good active listening posture they noticed in their partner?

Invite responses.

Alright! Your goal for the rest of today is to use respectful listening and conversation skills. I will be watching for examples of these throughout the day!

Consider offering a special incentive or exit ticket prizes for those you observe practicing these skills.



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AND EMOTIONAL
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/>

Statement	Yes or No, and Why?
Fourth graders should have an extra recess during the school day.	
The Arts (like art, music, drama) are more important than subjects like math and science.	
Teachers should not assign any homework.	
Schools should allow students to use phones during school.	
School should be year 'round.	