

# Communicate the RAK Way:

## Respectful And 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 respectful communication during a role play situation.

**Respect Sub-Concept(s)**

Self-care, Kindness

**Lesson Timeframe**

45 minutes

**Required Materials**

- ☐ Scenario 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.

### Lesson Objective

Students will:

- Respectfully communicate a topic to a peer.
- Utilize body language to send messages of respect.
- Engage in whole body listening.

### Teacher Connection/Self-Care

Look for ways to show respect for the school community today. Pick up garbage, shut off a light in an empty room etc. Set the tone for 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 places and things.

Invite students to share an example of how they have shown or been shown respect this week.



## 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. **Ask:** 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. Remind students that often body language and emotions are tied together.*

Explain to students that you are going to talk about body language and how we can use it to show respect to others when we are talking to them, especially if we disagree with what they are saying. To practice, look at the pictures linked below. Ask students to identify the emotion by reading the body language.

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

- <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/>



## Empower

15 minutes

### **Communicate the RAK way: Respectful And Kind**

Explain to students that respectful communication and the use of body language goes two ways - both the speaker and the listener should show respect and kindness. You can also show respect and kindness for yourself by being confident - or *assured* - in what you are saying and what you are hearing.

Good communication skills can look like the following:

- Making eye contact
- Nodding
- Facing the speaker
- Leaning slightly forward
- Showing appropriate facial expressions
- Asking questions at the right times (do not interrupt)
- Speaking clearly and confidently

- Inviting others (or the listener) to contribute to the discussion if you are the speaker.

Emphasize how these body language cues show respect and interest for both parties involved in the discussion.

### **The Activity:**

#### **Pair Up and Choose a Role**

Divide students into pairs. Assign one student in each pair as the "Speaker" and the other as the "Listener."

#### **Draw a Scenario Card**

The "Speaker" draws a scenario card and uses it to start a conversation.

#### **Practice Active Listening**

While the "Speaker" talks, the "Listener" practices showing respect through using the body language cues discussed above. For example, they could:

- Maintain eye contact with the speaker.
- Nod or react with appropriate facial expressions.
- Avoid interrupting.
- Occasionally say short, supportive words like "I see" or "That sounds fun!"

The speaker can show respect, as well, by using some of these body language cues:

- Maintain eye contact with the listener.
- Ask the listener a question to engage them in the topic.
- Ask if the listener has any questions about what the speaker told them (check for understanding).
- Use the right tone and inflection of voice.

#### **Switch Roles**

After a couple of minutes, have them switch roles so both students get to practice respectful speaking and listening.



## **Reflect**

5 minutes

Once the activity is over, come back as a full group.

#### **Ask:**

- How did it feel to have someone listen actively to you?
- What body language helped you feel heard and respected?
- How can they use these skills in everyday conversations?

Your goal for the rest of today is to use respectful listening and conversation skills. Let students know that you 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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PROGRAM FOR SOCIAL  
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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/>

## Scenario Cards

Describe your favorite movie and why it is your favorite.

If you could go anywhere on vacation, where would you go and why?

Describe your favorite food and why it is your favorite.

Who is someone you admire and why?

Talk about a school rule that you think should be changed and explain why.