



Students play a short interruption game with a partner, then take turns actively listening to that same partner.



None.
Total Prep Time: 0 mins.



As this is the last Monday of the month, please consider sharing or re-sharing the Monthly Kick-Off activity, and if appropriate, video at www.everymondaymatters.org. Additionally, a three-minute recap of the previous weeks may add extra context to this week and help connect the dots around the monthly theme.

4 C's		SOCIAL & EMOTIONAL LEARNING		SERVICE LEARNING	
•	Critical thinking	•	Self-awareness		Integrated learning
•	Communication	•	Self-management		High quality service
•	Collaboration	•	Social-awareness		Collaboration
•	Creativity	•	Relationship skills		Student voice
		•	Responsible decision-making		Civic responsibility
					Reflection
					Evaluation

GOALS FOR THE WEEK

- Discover how etiquette makes a difference in our world, and learn specific ways to implement it
- Identify how active listening helps us to “HONOR” and thoughtfully interact with others
- Practice the art of gratitude and respect toward those who help, serve, and support our lives
- Understand how “MIND YOUR MANNERS” is an important part of this month’s theme, “MONDAY GETS HONORABLE”



STUDENT ACTIVITY: **"LISTEN UP"**

1) SHARE THE NAME OF THIS ACTIVITY WITH STUDENTS: "LISTEN UP"

2) ASK 1-3 QUESTIONS FROM THE LIST BELOW TO WARM STUDENTS UP ON THE ACTIVITY'S FOCUS:

***NOTE:** *Choose questions appropriate to your students' ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- What are some characteristics of a good "LISTENER"?
- How can you tell the difference between someone who is just hearing you and someone who is truly "LISTENING"?
- What feelings do you have when someone is really trying to "LISTEN" and understand you?
- What feelings do you have when you're talking to someone and they're distracted?
- What are some things that can distract us or create barriers to active "LISTENING"?
- What kinds of things can you specifically do to "LISTEN" well to others?
- How can you tell someone they MATTER through your nonverbal actions?
- How do you think "LISTENING" to others fits into our theme of "MIND YOUR MANNERS"?
- How can you show respect while "LISTENING" to someone whose values, opinions, or ideals differ from your own?
- Who is someone in your life who values what you say to them?
 - What is your relationship with that person like?
- How can we show others that we really hear and notice them?
- How does "LISTENING" show "HONOR" to the person you're talking to?
- How does paying attention to someone show you that WE all MATTER?

3) SET UP THE "LISTEN UP" ACTIVITY:

- **Explain:**
 - The world can be a really loud place sometimes
 - Traffic, school bells, side conversations, and a lot of other noises can distract us
 - And it's not just outside noise, either
 - We also have a lot of information constantly hurled at us from social media, the news, and our own constant thoughts
 - Often, it can be difficult to quiet our thoughts enough to really connect with someone
 - When we're having a conversation, it's very common to be thinking of a response to what the other person is saying rather than just "LISTENING"
 - But "LISTENING" before saying a response shows we care enough to consider what someone is saying
 - To really "LISTEN" to someone, we need to find a place where we can "LISTEN," free of distractions, and by quieting our own thoughts
 - Then, we "HONOR" the person we're with by looking at them, putting down any distractions like cell phones, and trying to understand where they're coming from
 - Active "LISTENING" is a skill that is important in every relationship and nearly every job out there
 - And it helps others to really know that they MATTER
- **Ask:**
 - How can you be a great "LISTENER" today?
 - Are you ready to learn more about "LISTENING" to others?

4) START THE "LISTEN UP" ACTIVITY:

- **Separate students into two groups: Group A and Group B**
- **Explain:**
 - Today we'll do a short activity to learn more about active "LISTENING"
 - We will do this activity in two groups

- To begin, think of an event that has been really meaningful in your life that you wouldn't mind sharing with someone else
- **While everyone is thinking, pull each group aside and quietly tell them that instead of "LISTENING" to their partner, they are to intentionally interrupt the other with other topics or their own stories, or otherwise act distracted**
- Do this separately so that each group thinks that only their group will be interrupting the other
- **Then, instruct those in Group A to find a partner from Group B**
- **Tell Group A that they will have one minute to share their story with their partner from Group B**
- **Set a timer, and ask them to begin**
- **When time is up, ask them to switch roles and Group B will share their stories**
- **Set a timer, and ask them to begin**
- **When the two minutes are up, ask students how their "LISTENING" activity went, and inform students that everyone was told to interrupt each other before the activity**
- **Ask:**
 - What are some feelings you had as you did this activity?
 - Were you able to make a connection with the other person while you were talking and being interrupted?
- **Have students pair back up, this time really "LISTENING" to each other's stories without interrupting**
- Encourage active "LISTENING," both through verbal responses and nonverbal body language
- **This time, allow 3 minutes per student share**
- **Move around the room and observe students as they're sharing**
- **When time is up, ask what was different about the two times that they shared, and take a moment to praise specific instances of active "LISTENING"**

5) AFTER THE ACTIVITY, ASK 1-3 OF THE FOLLOWING QUESTIONS TO HELP STUDENTS REFLECT ON WHAT THEY'VE ACCOMPLISHED AND HOW THEY CAN TAKE THIS FORWARD:

***NOTE:** *Choose questions appropriate to your students' ages, grades, ability levels, and classroom goals. Students may share their answers in pairs, small groups, or as a large group.*

- **What were some thoughts, ideas, or feelings you had during this activity?**
- **How did you feel when someone took time to "LISTEN" to what you were saying?**
- **What were some things that you noticed your partner doing that showed you they were really "LISTENING"?**
- **What did you learn about your partner from "LISTENING" that you missed when you were interrupting?**
- **What other ways can we be interrupted when we are talking to someone?**
- **How can we minimize interruptions and distractions from our conversations?**
- **What is one way you can improve your "LISTENING" skills, beginning today?**
- **What were some ways you were able to "MIND YOUR MANNERS" today?**
- **Was it more difficult to "MIND YOUR MANNERS" when you knew the other person wasn't "LISTENING" to you?**
 - Why do you think that is?
- **What are some reactions you might experience when you don't feel heard or understood?**
- **What are some ways we can respond when someone is not "LISTENING"?**
 - Possible answers:
 - Asking, "Is there a better time or place for us to talk?"
 - Saying, "I noticed you seem a bit distracted. Do you have something on your mind?"
 - Taking a moment to calm ourselves or listen to them first
- **How did you demonstrate "HONOR" toward your partner and with yourself today?**
- **How were you able to see today that WE and our relationships with others MATTER?**

- 6) **THANK STUDENTS FOR ENGAGING IN ACTIVE “LISTENING” WITH EACH OTHER. REMIND THEM THAT WHEN THEY TAKE THE TIME TO “LISTEN,” THEY EXPRESS “HONOR” TO OTHERS. REMIND THEM THAT “HONOR” SHOWS THE PERSON TALKING THAT THEIR LIFE, OPINIONS, AND IDEAS ARE VALUABLE.**
- 7) **CHALLENGE STUDENTS TO “GET HONORABLE” THIS WEEK AND MONTH BY ACTIVE “LISTENING” WHENEVER THEY CAN, AND TO REMOVE ALL DISTRACTIONS PRIOR TO THESE CONVERSATIONS.**
- 8) **CONTINUE EXPLORING HOW ACTIVE “LISTENING” IS RELATED TO “MINDING YOUR MANNERS” BY LEADING ONE OR MORE OF THE FOLLOWING EXTENSION IDEAS.**



EXTENSION IDEAS:

DO ONE OR MORE OF THESE EXTENSION IDEAS TO BRING THE LESSON FROM 15 MINUTES TO 30 MINUTES OR MORE.

- 1) **Cell Phone Disengagement:** Allow students to engage with the activity as written, except adding in the element of talking to others with their cell phones out or answering notifications instead of “LISTENING.” After the activity, show a portion of Simon Sinek’s speech on cell phones: <https://www.youtube.com/watch?v=OHdkvSfiziY>, beginning at 1:26 in the video and ending at 2:30. Discuss how lessening distractions can improve our relationships with others, what they think when others are on their phones instead of engaging with them, and how to be wise with our cell phone use.
- 2) **Please Hear Me:** Let students watch the video from Talk Rx about responding to those who don’t listen, or have older students read the dialogue aloud. <https://doctorneha.com/how-to-respond-when-someone-isnt-listening/>. Give each of them a copy and have them highlight the parts that mean the most to them or that they can use in the future. Remind them that “LISTENING” takes practice, and that they can use this as a reference to be a better “LISTENER” in the future.
- 3) **Retelling a Story:** Let students show how well they “LISTENED” in the original activity by retelling their partner’s story to someone new.
- 4) **A Game of Telephone:** For younger students, play a game of Telephone by forming a line of students and instructing them to whisper what they hear to the next person in the line. Begin by whispering a phrase into the first student’s ear. When the last person hears the phrase, have them share out what they heard, and compare it to the original phrase. Discuss how this relates to the importance of “LISTENING” well. Note that this activity works best with a larger group of students.

“THE FIRST DUTY OF LOVE IS TO LISTEN.”
- PAUL TILLICH