

### Unit 3 Lesson:

Lesson 1-We worked on listening and what it means to be a good listener.

Lesson 2-Engaging in conversation and how a back and forth conversation looks

Lesson 3-How to be assertive and understand how to speak up and speak kindly

All of these resources are also online as well in the School Counselors resources tab in the Documents folder. If you need anything please feel free to email me at [mcrall@co-u.net](mailto:mcrall@co-u.net).

### **Lesson 1 questions to ask and activity:**

Questions to ask before, during, and after activity:

1. Can you tell me about a time when you feel someone did not listen to you? What did that look like?
2. What do you think listening looks like?
3. Why is it important to listen to people?

For this activity, we started by reading from our book about listening skills. After reading from our story and asking questions we worked on understanding how to show our friends that we are listening to them. For their activity for the day the students got the opportunity to practice sorting out conversation Do's or Don'ts. I had the students practice sorting these out a couple of different times and then we talked about what each one means to show. This would be a great activity to do with your student at home as it gets practice for how to show listening skills.

Look at the person speaking	Sing, hum, or make noise
Ask the speaker to repeat what was said if I didn't hear it	Keep talking without giving others a turn to talk

Talk over the person speaking	Keep my body still
Make sure that I can hear the speaker	Nod my head to show that I hear what is said
Wait quietly for my turn to speak	Think about what I want to say
Listen to other noises in the room	Wiggle my fingers or tap my feet
Think about what the speaker is saying	Look away from the speaker
Ask questions if I don't understand	Answer when the speaker is done talking
Talk to someone else who isn't the speaker	Give each person a turn to talk
Think about what the speaker is saying	Pay no attention to the person speaking

## Conversation

Do's

Don'ts

## Lesson 2 Questions and activity

1. **Before**-What does it mean to have a conversation with someone?
2. **Before**-A conversation is an exchange of ideas, thoughts, or feelings with others. Everyone participates in the conversation together by listening thoughtfully and making comments or asking questions about the topic
3. **Before**-In this story, a group of friends has a conversation about something funny that happened to one of them. Sometimes they help make the conversation continue, and sometimes they do things that break the conversation.
4. **During**-When Jeremy asked Kenny if he was worried about Sammy, was this a conversation maker or a conversation breaker? Why was it helpful to ask how people feel about things?
5. **During**-When Kayla said that she remembered how loud Sammy barked; was this a conversation maker or a conversation breaker? Why is it helpful to share similar examples or memories?
6. **After**-Why is it important for everyone to have opportunities to speak and listen in a conversation?
7. **After**-What could you have a long conversation about?

The students were going to get practice engaging in conversation. First I started off by reading from our book that talked about how Z was getting practice learning and engaging in conversation with his friends. The game that we were going to play was called "Conversation Can." In this game, the students were going to get practice taking turns when it comes to talking. Below are the questions and comments. I would have had students hold those up and I would have started the conversation off by saying something like "I have a new puppy/kitty." and let the students ask questions or comments from there. The ideal thing for them to do would be for them to have the conversation with their classmates instead of just asking me all of the questions. By the end, all of the students should have used both their comments and questions cards. The idea is that it should take over 5-10 minutes for them to do this. I also have what conversation makers and breakers look like as well.

<h1>Questions</h1> <h2>?</h2>	<h1>Comments</h1> <h2>+</h2>
-------------------------------	------------------------------

Conversation Markers	Conversation Breakers
Taking turns speaking and listening	Interrupting
Asking questions related to the topic	Not giving others a chance to speak
Making comments related to the topic	Asking unrelated off-topic questions
Answering questions that are asked	Making unrelated, off-topic comments
Listening thoughtfully to the speaker	Not speaking or responding
Showing interest in what the speaker is saying	Looking bored, uninterested
Speaking clearly	Thinking about what you want to say instead of listening
Coming and staying close to one another	Speaking too quietly or quickly, mumbling

### Lesson 3 Activity and Questions

1. **Before**-Have you ever wanted to share your ideas about something, but felt that it was difficult to speak up?
2. **Before**-Sometimes it can be difficult to say your thoughts or feelings to others, so you're not sure if it is okay to speak up. Everyone has important things to say and share. As long as you are speaking kindly, it's okay to speak up. In this story, a child feels uncomfortable sharing her ideas with her friends, and when she finally does, her ideas are helpful to them.
3. **During**-Do you think it's okay to speak up and ask for something; even if the answer might be no? When is it okay or not okay?
4. **During**-What could happen if you only spoke up when you were sure you were right or that you had a good idea?
5. **After**-What makes it hard to speak up with our ideas and feelings?
6. **After**-When is it important to speak up? What could happen if you didn't speak up in one of those situations?

I would start the lesson off by reading the story to the kids and asking the couple of questions that are on this list. After reading the story and having the students answer the questions I would have the students split into pairs. In these pairs I would have given them a blank sheet of paper and had them draw a line down the middle. The students were going to be instructed to copy a drawing that I would have drawn on the board. However, they were going to be instructed that they could not talk during the activity. I was going to write my instructions on the board if they had any questions.

In the second round of the students doing the activity I would have instructed them to do the same thing (another drawing) but this time they can talk to one another while working. The idea of this is that they can

work with each other and understand that it is easier to talk through frustrations with each other.

While working together we are supposed to Speak Up and Speak Kindly to one another. There are four elements to this particular skill: Stand tall, look at the person, use a strong, friendly voice, use kind words.

With their partner they would each get scenario cards that talk about different ways to speak up and speak kindly to one another. When the students have all done the activity for 10-15 minutes I would have brought them all together again and we would have discussed the different scenarios and if it would have been easy in those scenarios to speak up.

<p><b>You can't unsnap your bike helmet yourself.</b></p> <p>Is it okay to say that you need help?</p>	<p><b>You think that your friend's new haircut looks kind of funny.</b></p> <p>Is it okay to say that you don't like how someone looks or what they are wearing?</p>
<p><b>You and your friends are building with blocks, and you have an idea to build a bridge, but you aren't sure if your friends will want to do that.</b></p> <p>Is it okay to say when you have an idea?</p>	<p><b>You see that a friend is spinning really fast on the merry-go-round and can't stop it.</b></p> <p>Is it okay to say when someone might be in danger or need help?</p>

**A friend tells you how to play a new game, but you don't understand what he said.**

Is it okay to say that you don't understand or if you need to ask a question?

**Your friend is scared to climb the jungle gym, and you think it's silly.**

Is it okay to say that you think someone else's feelings are silly or wrong?

**You think that you got the best grade on the math test.**

Is it okay to say that you did something better than someone else?

**Your friend has been using the magnifying glass for a long time in the science center, and you want to use it to look at some bugs.**

Is it okay to say that you want someone to share or that you want something?

**Your friend asks you to help him with a math problem, but you have to finish your reading and don't have enough time.**

Is it okay to say no to someone if you aren't able to do something?

**You are watching a group of friends who are playing soccer, and you want to play with them, too.**

Is it okay to say that you want to play with someone?

**You hear a friend say something mean to another child.**

Is it okay to say that what someone says or does isn't fair or kind?

**You really like the poem your friend wrote.**

Is it okay to say something nice about someone or about something they did?