

# Active Listening and Builder / Breaker



## 3 Cs

- ☞ I care about myself.
- ☞ I care about others.
- I care about my community.

**Help students to understand and invite them to state clearly –**

- I have the right to care for myself.
- I have the responsibility to make smart choices when I care about myself.

## Preparation

### Copies

- Home Connection (see page 5)
- Conexion en el Hogar (see page 6)

### Materials

- crayons (6-10 for each student)
- blank paper (one piece per student)
- optional video download: “Don’t Laugh at Me” music video and CD available for free at [www.operationrespect.org](http://www.operationrespect.org).

### Music

- “Be a Builder,” from the CD *Be a Builder* (see page 120)

## Vocabulary

|                  |         |        |
|------------------|---------|--------|
| active listening | breaker | rights |
| self-esteem      | builder |        |

## Lesson at a Glance

### Introduction

1. Active Listening

### Strategies

2. Sharing Circle
3. Rainbow of Feelings

### Conclusion

4. Active Listening Practice

### Home Connection

5. Home Connection – Active Listening

## Core Curriculum Objectives and Standards

### Objectives

- Recognize why acceptance of self and others is important for the development of positive attitudes.
- Explore how relationships can contribute to self-worth.
- Demonstrate qualities that help form healthy interpersonal relationships.
- Develop vocabulary that shows respect for self and others.

### Standards

- Standard 1: Improve mental health and manage stress.
- Standard 2: Adopt health-promoting and risk-reducing behaviors to prevent substance abuse.
- Standard 3: Understand and respect self and others related to human development and relationships.
- Standard 5: Adopt behaviors to maintain personal health and safety and develop appropriate strategies to resolve conflict.

Teacher Notes

## Introduction

Music

Ask

Talking Points

Ask While Pointing

Recite together while pointing

Optional

## Strategies

Circle up

Practice Restating

## 1. Active Listening

Gather the children together in a circle while playing the song “Be a Builder.”

What does a builder do?

- Tell the class about someone you know who is a builder.
- How do you know this person is a builder?

What does a breaker do?

- Tell the class about someone you know who is a breaker.
- How do you know this person is a breaker?

Sharing and listening to one another’s feelings, in a caring way, is an important part of being a builder.

As you speak, use your own body as a reference or a student’s body or a doll or puppet.

What do a builder’s eyes do when he or she is listening?

Eyes on friend or teacher

What does a builder’s mouth do when he or she is listening?

Don’t interrupt, ask curious questions, restate (say it again) to show you understand.

What does a builder’s ears do when he or she is listening?

Hear what the person says and listen for how the person is feeling

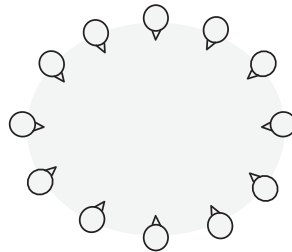
What does a builder’s heart do when he or she is listening?

Curious and caring about what the person is saying

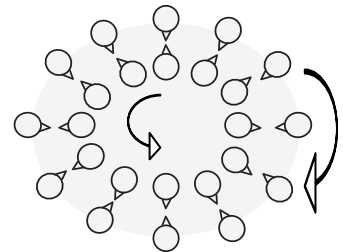
Eyes, mouth, ears, heart – that is where good listening starts.

Inform the class that throughout the year they will see you point to your eyes, mouth, ears, and heart. That will be a quiet reminder that it is time to listen like a builder.

## 2. Sharing Circle



Single Sharing Circle



Double Sharing Circle

Gather students into one or two circles.

Some teachers use a double circle. The inside circle talks to the outside circle. Instruct all students to rotate one seat to their own left to quickly mix the participants.

Start the circle by completing the following sentence:

“I feel happy when \_\_\_\_\_.”

- Have the person to your left repeat your sentence and then add his or her own sentence.
- Turn to the person on the other side and repeat your answer.
- Some teachers change the emotion statement every second or third student.
- Start over with a different feeling.
- In the double circle, just rotate and talk with the person across.



|  |  |
|--|--|
| Prepare  | Hand out crayons and paper to everyone. Try to have 6-10 different colors for each child so the children will have to choose which color best represents their feelings about each scenario.   |
| Explain  | <ul style="list-style-type: none"> <li>• Listen to the scenario.</li> <li>• Pick a crayon color that represents how you feel when you hear that scenario.</li> <li>• Draw a curved rainbow line on the paper to represent your feeling.</li> </ul> <p>Some teachers just have the student hold up the color that represents the student's feeling about that scenario.</p>   |
| Share  | <ul style="list-style-type: none"> <li>• After each scenario, have everyone hold up their feeling paper and look around the circle at everyone else's papers.</li> <li>• Have students compare how their feelings were similar and different.</li> </ul>   |
| Scenarios  | <p>"How would you feel if . . ."</p> <ul style="list-style-type: none"> <li>• A breaker made fun of you because of the way you looked?</li> <li>• You won a prize or a competition?</li> <li>• You were picked last when choosing sides for a game?</li> <li>• A builder told you that you were good at doing something?</li> <li>• A breaker called you a bad name like "creep"?</li> <li>• A builder helped you solve a problem?</li> <li>• No one wanted to play with you?</li> <li>• A builder invited you to join their game?</li> <li>• You had no food and had to beg on the street?</li> <li>• A builder held your hand or gave you a hug when you were scared or lonely?</li> <li>• A builder listened to you carefully when you had something important to share?</li> </ul> |
| Talking Points   | <ul style="list-style-type: none"> <li>• Notice the rich and beautiful rainbow of feelings that color our days and our lives!</li> <li>• Part of what makes feelings so rich is that they may be experienced differently by different children.</li> <li>• Different children chose different colors to represent their feelings.</li> <li>• Each child has a right to feel his or her feelings exactly the way he or she feels them.</li> </ul>   |
| <b>Tie in the 3 Cs</b>   | Help students to understand and invite them to state clearly:  |
| I care about myself.<br>I care about others.<br>I care about my community. | <ul style="list-style-type: none"> <li>• I have the right to care about myself.</li> <li>• I have the responsibility to make smart choices when I care about myself.</li> </ul>  |
| Optional   | Create a "Rainbow of Feelings" bulletin board by posting the students' artwork completed during the lesson in the shape of a rainbow.  |
| Resource   | Elements of this activity came from the Operation Respect and the Don't Laugh at Me Program: Creating Compassionate, Safe, Respectful Environments - Operation Respect. Accessed January 05, 2011. <a href="http://www.operationrespect.org/">http://www.operationrespect.org/</a> .   |



**Conclusion**

Pairs

Questions

**Home Connection****Additional Ideas**

Prepare

Participate

Ask

**4. Active Listening Practice**

Remind students of the parts of active listening.

Have students take turns sharing with their partners for each question (or make up your own).

- Tell your partner what you miss most about summer vacation.
- Tell your partner about your favorite game and how to play it.
- Tell your partner about the last movie you watched.

**5. Home Connection – Active Listening**

Make a copy of the Home Connection for each student. Send the Home Connection paper home with each student and instruct students to share the information with their families.

**6. “Don’t Laugh at Me” Video**

Download or obtain the “Don’t Laugh at Me” music video or CD available for free at [www.operationrespect.org](http://www.operationrespect.org).

- While watching, raise your right hand when the images in the video make you feel happy.
- Raise your left hand when the images in the video make you feel sad.
- Raise both hands when you feel both happy and sad at the same time.

Encourage children not to be influenced by what other children are doing.

- What were some of the moments in the video that made you sad?
- What were some of the moments that made you happy?
- When did you feel both sad and happy? Why?





# Home Connection

Dear Family,  
Today I learned that I have the right to care about myself. Listening to one another's feelings is an important part of experiencing our feelings. It is a big part of building up my friends. Will you help me to practice the parts of active listening?

- Eyes on your friend
- Mouth is quiet and does not interrupt but asks good questions
- Ears hear what your friend feels and thinks
- Heart is curious about what your friend says

Thank you!



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# Conexión en el Hogar

Querida familia,

Hoy he aprendido que tengo el derecho de cuidar de mí mismo. Escuchando los sentimientos del uno al otro es una parte importante de experimentar nuestros sentimientos. Esto forma una gran parte en la

construcción y mantención de mis amigos. ¿Me ayudarás a practicar las partes que se necesitan para escuchar atentamente?

- Los ojos mirando a mi amigo
- La boca está en silencio sin interrumpir pero hago buenas preguntas.
- Orejas escuchan lo que sienten y piensan
- Corazón siente curiosidad por lo que dicen

¡Gracias!



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