

Ollie Learns About Respectful Communication

Lesson Objective:

Students will learn the importance of respectful communication. They will explore how to listen, take turns speaking, and use kind words to improve conversations and relationships with both peers and adults.

Materials Needed:



- Copy of Book 2, Chapter 4: Ollie Learns About Respectful Communication
- Whiteboard/Markers
- Paper and pencils
- S.T.A.R. Strategy poster
- Activity 1 -
- Activity 2 -
- Home Connection Letter

Introduction to the Topic (10 minutes)

Greeting Outline:

- Welcome the children and have them sit in a circle (if applicable)
- Briefly discuss the concept of respectful communication.

Greeting and Circle Time Teacher Script

1. Warm Welcome and Opening Discussion:

- "Good morning, class! Today, we're going to talk about how we communicate with each other. Have you ever been in a situation where everyone was talking at the same time and no one was listening? It can make you feel frustrated or ignored, right? Today, we'll learn how to practice respectful communication, which is about listening carefully, speaking kindly, and making sure everyone feels valued."
- Wait for the children to settle.

2. Discussion Starter

- "Have you ever tried to share your ideas, but no one was listening? How did that make you feel?"
- Allow students to share their experiences and introduce the importance of respectful communication.
- "Respectful communication is about listening and speaking in a way that shows respect for the other person. Today, we'll read a story about Ollie and his friends learning how to talk to each other respectfully, and we'll practice it too."

Read the Chapter (15 minutes)

Story Time Outline:



- Read chapter 4 aloud. Encourage students to follow along. Ask questions during key parts in the story.

Story Time Teacher Script:

1. Prepare the Students for the Story:

- "This is the fourth chapter in Book 2 of our Ollie and Friends Chapter book series. Let's read the story "Ollie Learns About Respectful Communication". As I read, think about how Ollie and his friends start talking over each other and what they do to fix the situation."
- (Read the chapter aloud, pausing at key moments to ask questions and engage the children.)

2. Read the Chapter with Emphasis on Key Moments:

- **While reading**, pause during key moments.
- **Ask Questions:**
- Why do you think everyone started talking over each other when they were planning the treehouse?
 - Discuss why listening is important in group conversations.
- How did Ollie feel when everyone was talking at once?
 - Encourage students to think about how lack of listening can create confusion.
- What did Mrs. Jones mean when she talked about respectful communication?
 - Define respectful communication and its importance.
- Why does your brain make predictions based on how someone talks to you?
 - Explore how tone and words affect our emotions.
- How can waiting your turn to speak help with communication?

- Discuss the value of taking turns.
- What does it mean to speak kindly, even if you disagree?
 - Emphasize the importance of kindness in disagreements.
- How did the conversation change after Ollie suggested taking turns?
 - Focus on the positive change when respectful communication is practiced.
- How did Harriet feel when Bennie listened to her idea?
 - Explore how listening makes people feel valued.
- Why is respectful communication important with both friends and adults?
 - Discuss how it helps build better relationships.
- What did Ollie learn about how respectful communication can improve their teamwork?
 - Reinforce the idea that communication is key to working together successfully.

Ollie's Odyssey: Chapter 4: Ollie Learns About Respectful Communication

One bright morning, Ollie and his friends were gathered in the schoolyard, excitedly planning their next big adventure after class. They were going to build a treehouse together, and everyone had ideas about what it should look like and how it should be built.

"I think it should have a big, tall ladder!" Harriet said, bouncing with excitement. "That way, we can climb up super fast."

"I think we need a strong foundation first," Bennie added seriously. "If we don't have that, the whole thing could fall apart."

Buzz buzzed in, full of energy. "What if we add a slide too? That would make it so much fun!" But soon, the group's conversation started getting louder as everyone tried to share their ideas all at once.

"No, we need to start with the walls!" Betty said, frustrated. "That's the most important part!"

"But what about my idea?" Sammy asked, feeling left out as the others continued to talk over each other.

Ollie could see that their discussion wasn't going well. Everyone was talking, but no one was really listening. The more they talked, the louder they got, and feelings were starting to get hurt.

"Hold on, everyone," Ollie said, raising his hand. "I think we need to figure out how to talk to each other without things getting so messy. I mean, we all have great ideas, but it feels like we're not really hearing each other."

His friends paused, realizing that Ollie had a point. They were all eager to share their thoughts, but no one was really listening or speaking in a way that made the conversation work.

Just then, their teacher, Mrs. Jones, walked over. "It sounds like you're trying to solve a big problem, but you're having trouble communicating," she said with a gentle smile. "This is a good opportunity to practice respectful communication."

"Respectful communication?" Buzz asked. "What's that?"

Mrs. Jones sat down on the bench beside them. "Respectful communication means talking in a way that shows you value what the other person is saying. It's about listening carefully and speaking kindly. It's also about understanding that emotions play a big part in how we communicate."

Ollie's ears perked up. He remembered what Grandma had said about emotions and how their brains make predictions. "Does this have something to do with how our brains predict how we'll feel when we talk to others?"

"Yes, Ollie," Mrs. Jones replied. "Your brain uses *concepts* to predict what someone else is thinking or feeling based on how they communicate with you. If someone raises their voice or interrupts, your brain might predict that they're upset, and then you might feel upset too. But if someone listens to you calmly and waits for their turn to talk, your brain might predict that they respect what you're saying, and you'll feel respected in return."

Bennie scratched his head. "So, how we talk to each other can change how we feel?"

"Exactly," Mrs. Jones said. "That's why it's so important to practice respectful communication. When you take the time to listen to your friends and speak to them with kindness, you're helping everyone's brain make better predictions. You're showing that you value their ideas, and they'll feel more understood and respected."

Harriet raised her hand eagerly. "So, how do we do that?"

"Well," Mrs. Jones said, "one way is to take turns talking. If you wait until someone has finished speaking before sharing your idea, it shows that you're listening. Another way is to use kind words, even if you disagree. Saying something like, 'I see what you mean, but I have a different idea,' shows that you respect their thoughts, even if you don't agree."

Ollie nodded, thinking about how they could use this in their conversation. "That makes sense. So, if we listen to each other and speak kindly, it helps everyone feel better and understand each other."

"Exactly," Mrs. Jones said. "And this isn't just important with your friends. It's also important to communicate respectfully with adults. Whether it's a teacher, a parent, or a grandparent, showing respect in how you speak and listen helps build strong relationships."

Betty thought about it and added, "So, if I'm frustrated with my parents, I shouldn't just shout or get upset. I should try to explain how I feel calmly, right?"

"Yes," Mrs. Jones agreed. "When you communicate respectfully, even when you're upset, it helps the other person understand your feelings better, and they'll be more likely to listen to you in return."

Harriet looked at Ollie. "We should try this now while we're planning the treehouse!"

"Great idea," Ollie said. "Let's go around and take turns sharing our ideas, and we'll listen to each other before talking. I'll go first."

Ollie took a deep breath and began. "I think we should start with Bennie's idea of building a strong foundation. That way, the treehouse will be safe for everyone."

Everyone nodded, giving Ollie their full attention.

Next, Bennie spoke. "I agree with Ollie, but I also think Harriet's ladder idea would be really fun. We could build the foundation first and then add the ladder."

Harriet smiled, happy to hear her idea was included.

"I like the ladder too!" Buzz buzzed in, waiting his turn. "And I think a slide would be awesome, so after the ladder, we can add that!"

As each friend took turns speaking and listening, the conversation became smoother. No one felt left out or ignored, and everyone's ideas were heard.

Mrs. Jones smiled proudly. "Look at how well you're communicating now! By listening carefully and speaking kindly, you're working together and showing respect for each other."

Ollie grinned, feeling proud of how far they'd come. "I think we're getting the hang of this respectful communication thing!"

Mrs. Jones nodded. "Remember, communication isn't just about the words you say. It's about how you listen, how you speak, and how you make the other person feel. And when you practice this with both your friends and adults, you'll build stronger, more respectful relationships."

As they finished their discussion and began drawing plans for their treehouse, Ollie felt a sense of accomplishment. He knew that respectful communication would help them not just with their treehouse, but in everything they did together.

And from that day on, Ollie and his friends made a point to listen more carefully, speak kindly, and practice respectful communication with each other and the adults in their lives. They had learned that with kindness and respect, they could solve problems and share ideas in a way that made everyone feel valued and understood.

3. Post-Chapter Teacher Script

- **Teacher:** "Ollie and his friends certainly learned about the importance of respectful communication and how it helps not only working together to get things accomplished but it also helps their friendships too."

4. Post-Chapter Questions

Ask these questions to help students reflect on the chapter and connect it to their own experiences:

- Can you think of a time when you felt like no one was listening to you? How did it make you feel?
 - Encourage students to reflect on personal experiences with being unheard.
- Why do you think people sometimes talk over each other in a group conversation?
 - Help students understand why interruptions happen and how to prevent them.
- How does taking turns when speaking help everyone feel included?
 - Discuss the importance of fairness and making space for all voices.
- What are some words or phrases you can use to disagree with someone respectfully?
 - Encourage students to practice ways to express different opinions kindly.
- How can tone of voice affect the way a message is received?
 - Help students explore how the way we speak changes how people interpret our words.
- What are some body language signs that show someone is really listening to you?
 - Discuss nonverbal communication, like eye contact, nodding, and facing the speaker.
- Why do you think respectful communication is important outside of school, like at home or in sports?
 - Connect respectful communication to different areas of life.
- How does it feel when someone listens carefully to your ideas?
 - Highlight the positive emotions that come from being heard and understood.
- What are some situations where respectful communication can help solve a problem?
 - Encourage students to think about how good communication can fix misunderstandings.
- What is one thing you can do today to practice respectful communication?

Help students set a personal goal to improve how they listen and speak.

Do an Activity (20 minutes)

- Students will practice the skills of respectful communication.

Please choose from the following 2 activities:

Activity 1: Role Play Respectful Communication (15 minutes)

1. Introduce Activity

"Now we're going to practice what Ollie and his friends learned. We'll role-play different situations, and you'll practice using respectful communication by listening, taking turns, and speaking kindly."

- **Activity Instructions**

- Divide students into pairs or small groups.
 - Give each group a scenario where they must practice respectful communication. One person will share an idea, and the other person will listen, wait their turn, and respond kindly.
- Scenarios:

Scenario 1: You're deciding what game to play at recess. One person wants to play soccer, and the other wants to play tag.

Scenario 2: You're working on a group project. One person wants to color, and the other wants to cut out shapes.

Scenario 3: You're talking about what book to read for class. One person likes adventure books, and the other likes mystery books.

- **Discussion:**

- After the role play, ask each group, "How did it feel to listen and wait your turn? How did it feel when someone listened to your idea?"

"Great job practicing respectful communication! Just like Ollie and his friends, we learned that when we listen carefully and speak kindly, everyone feels valued and the conversation goes smoothly."

Activity 2: “I See What You Mean” Challenge (15 minutes)

2. Introduce Activity

"Next, we're going to do an activity called the 'I See What You Mean' Challenge. This is where we practice using kind words to respond to someone, even if we have a different idea."

- **Activity Instructions**

- Pair students up.
- One student will share an idea about a topic (e.g., favorite movie, favorite subject in school, or favorite food). The other student will practice responding with, “I see what you mean, but I have a different idea,” and then share their own idea.

Examples for Sharing:

Favorite Movie: One student says they love animated movies, and the other says they prefer action movies.

Favorite Subject: One student says math is their favorite, and the other says they like reading the best.

Favorite Food: One student says they love pizza, and the other says they like hamburgers more.

- **Discussion**

- Have students discuss how it felt to acknowledge the other person's idea before sharing their own.

"By saying, 'I see what you mean,' you're showing respect for the other person's idea, even if you don't agree. That's a big part of respectful communication!"

Wrap Up the Lesson (5 minutes)



1. Review and Reflection Overview:

- Review what they learned about respectful communication.
- Ask a few children to share when this might help them.

Review and Reflection Teacher Script

1. Gather in a Circle for Reflection:

- "Let's all come back together in a circle."
- "Today, we learned that respectful communication is about listening, taking turns, and speaking kindly. This helps us work better together and makes sure everyone feels respected."
- "Let's each think of one way we can practice respectful communication this week. Who would like to share their idea?"
- Listen to a few responses and provide positive reinforcement.

2. Closing

- "Great job today!"

Home Connection Letter

1. Sending Information Home:

- "Today, we learned about respectful communication and how to listen carefully, take turns speaking and using kind words to share ideas."
- "I've got a letter for you to take home to share what we learned about today."
- Hand out the letters as the children prepare to leave

Parent Letter

Sending Information Home:

- Provide each child with a letter to take home to their parents explaining the lesson

Dear Parents/Guardians,

Today in class, your child learned about respectful communication. We read a story called “Ollie Learns About Respectful Communication”, where Ollie and his friends learned how to listen carefully, take turns speaking, and use kind words to share their ideas.

In class, your child:

- Practiced taking turns and listening to others in role-playing activities.
- Learned how to respond respectfully by saying, "I see what you mean, but I have a different idea."
- Discussed how respectful communication helps build better relationships with both friends and adults.

We encourage you to talk to your child about what they learned today and ask them how they can practice respectful communication at home.

Sincerely,
[Your Name]