

Non-Listening # 2: Two Ships Passing in the Night LE 25

[Relationship Skills & Healthy Relationships](#)

Grade Level Range: Middle School - Adult

To Teachers:

1. If you have not already done so, please review the Introduction to Teaching Healthy Relationships and Relationship Skills ([Relationship Skills & Healthy Relationships](#)) for suggestions on teaching SEL Skills, processing learning experiences, applying skills in real-life situations, and assessing, evaluating, and grading SEL Skills.
2. If you have not already done so, please review the Listening & Inquiry Reading ([Relationship Skills & Healthy Relationships](#)).
3. This learning experience is best done as a follow-up learning experience to the Non-Listening Learning Experience # 1 ([Relationship Skills & Healthy Relationships](#)). This learning experience aims to demonstrate that when two individuals debate, they often do not listen to one another. Instead, they plan what they will say and usually do not respond to the other person's words. They are having two different parallel conversations. Instead of trying to understand the other's position and considering what they are saying, they merely plow ahead with their agenda.

Procedure/Directions:

Students need the story they developed for the Non-Listening Learning Experience # 1 ([Relationship Skills & Healthy Relationships](#)). If you have not completed this learning experience, review the directions for the student stories.

Put or have students get into dyads.

1. Tell them to decide who is # 1 and who is # 2.
2. Tell them when you say “start” that # 1’s are to enthusiastically read the first line of their story and then stop.
3. As soon as they stop, # 2 enthusiastically reads the first line of their story and then stops.
4. # 1 then enthusiastically reads the 2nd line of their story and stops, and
5. #2 enthusiastically reads their 2nd line.
6. They continue this process until they finish all ten lines.

Processing Questions:

Before beginning, ask them to think of a time when they tried to get their point across or convince someone of something, only to realize the person wasn't even trying to understand them or consider their needs or position.

Questions include:

1. How does it feel to have someone not try to understand your needs or position or consider what you are saying and plow ahead with their needs or position?
2. What did you do or want to do with your feelings?
3. Do you think the other person understood you at the end of the conversation? Do you think you understood them at the end of the conversation?

Attribution/Source: This learning experience was edited from the "Two Ships Passing in the Night" activity in *Personalizing Education: Values Clarification & Beyond* by Leland W. Howe and Mary Martha Howe, pages 51-52.