

Two@aTime project

Week 1
Active Listening





Week 1: Active Listening

LEADER PREPARATION

Welcome to the **Two@aTime Project**! Our mission is to help young people discover the magic of face-to-face conversations by putting down their devices and truly connecting with friends, family, teachers, and their broader community. We call this a **Digital Pause for Real Talk**. By promoting this balance, the **Two@aTime Project** empowers youth to navigate the digital landscape effectively and prioritize personal connections, ensuring that technology enhances rather than overpowers their lives. In this journey, each student will learn valuable communication skills that make connecting with others fun, help them create deeper bonds with family, build new friendships, and experience greater success in school.

This week, students will begin their 6-week communication adventure with the first skill on the Two@aTime Treasure Map. The adventure kicks off with each student becoming a Treasure Hunter! They will dive into the skill of **Active Listening** and learn how to uncover the hidden gems in every conversation, from interesting details to understanding others' feelings.

Students will engage in fun, 10 - 15 minute daily activities to sharpen their Active Listening skills through games, surprising peer insights, and real-life conversations. They'll also practice at home using discussion prompts from the **Two@aTime Parent & Family Resource**. Get ready to explore, connect, and discover the power of listening!

FOCUS QUESTION:

What does active listening look like?

SYMBOL:

Treasure Hunter

STANDARDS:

Florida State:

- ELA.3.R.2.2: Identify the central idea and explain how relevant details support that idea in a text.
- ELA.4.R.2.2: Explain how relevant details support the central idea, implied or explicit.
- ELA.5.R.2.2: Explain how relevant details support the central idea(s), implied or explicit.

OUTCOMES

- Students will be able to navigate the digital landscape effectively and demonstrate prioritizing personal connections with those around them.
- Students will be able to demonstrate the listening strategies of stopping to focus, making eye contact, listening carefully, and recalling important information as “hidden gems.”
- Students will be able to demonstrate identifying the main idea, important details, and feelings through peer interactions and collaborative activities.



LEADER PREP FOR WEEK 1

- Check access to Episode 1.
- Print or access digital display of Two@aTime Treasure Map Graphic.
- Print out 2–3 copies of the Active Listening Practice Cards, then cut questions apart and place in a bowl or jar.
- Print or access digital display of story and discussion questions.
- Print out the Treasure Hunt Freeze! Jot Sheets, one per student.
- Print and cut out Story Telephone Cards, one for each of the four groups.
- Print Classmate Treasure Hunt! Sheets, one per student.
- Prepare Journey Journals. Print out and bind together the Two@aTime Journey Journal cover Page with 6 blank pages, one per student.
- Print the Two@aTime Badge Cut-Out page for each student. You may decide to have students cut the badge out each week.
- Send communication to families introducing Two@aTime (See Week 1 Student Materials).

MATERIALS NEEDED

- Episode 1 Video
- Active Listening Practice Cards
- Large bowl or jar
- Sticky Notes (3 in x 3 in), one per student
- Treasure Hunt Freeze! Jot Sheets
- Story Telephone Cards
- Classmate Treasure Hunt! Sheets
- Journey Journals
- Two@aTime Treasure Map Badge Cut-Out page
- Tape or glue
- Scissors
- Give It A Try Graphic page
- Digital display of Two@aTime Treasure Map Graphic
- Communication to Families page

VOCABULARY

- **Digital Pause for Real Talk:** – set down your phones, tablets, and gaming controllers. Look up, lean in, and enjoy real conversations, shared laughter, and fun moments with friends and family!
- **Active Listening** – giving another person your full attention by stopping what you are doing and paying attention; maintaining eye contact with the speaker, staying focused on what they are saying, and listening for facts and feelings
- **Main Idea** – the central or most important idea of a story with text or conversation; the primary message or point about the topic



In the subsequent pages, pay attention to text color! **Any notes and directions for leaders will be in green text.** The recommended script for leaders will be in black text.

DAY 1

 13–15 Minutes

Materials:

- Active Listening Practice Cards
- Large bowl or jar
- Scissors

Leader Preparation:

- Check access to Episode 1.
- Print out 2–3 copies of the Active Listening Practice Cards, then cut questions apart and place in a bowl or jar.
- Print or access digital display of Two@aTime Treasure Map Graphic.



SETTING THE STAGE

 3 Minutes

Raise your hand if you use a cell phone, play video games at home, and watch fun videos on a tablet, TV, or computer.

Raise your hand if you have ever been so focused on your screens that you didn't even notice what's happening around you. **Pause and allow students to raise hands.** Maybe your mom or sister is talking to you, and you just didn't hear her! Or maybe a friend wants to play outside, but you decide to stay in to finish your show or game instead. **Does that happen to you a lot?**

Well, for the next six weeks, we will do something really fun! We are going to take on a challenge called the **Two@aTime Project!**

This fun project will challenge us to set down our phones, turn off our video games and tablets, and have face-to-face conversations

with each other! We will call this a **Digital Pause for Real Talk**. Together, we will learn how to become **Two@aTime Master Communicators!** We will learn to make new friends, have fun talking with our family members, and even participate better in school.

Digital Pause for



Digital Pause for Real Talk: Set down your phones, tablets, and gaming controllers. Look up, lean in, and enjoy real conversations, shared laughter, and fun moments with friends and family!



special treasures in the words and feelings of the people we are talking to.

Every Monday we will watch a fun video! In today's episode, you will meet a cast of characters who are kids just like you, who will embark on this exciting adventure with you! Watch closely as they explore and discover the treasure of active listening.

WATCH EPISODE 1

🕒 5-8 Minutes

▶ Play Episode 1

Now that we have watched episode 1, tell me what you noticed about how those treasure hunters listened. Were they active listeners? How do you know? **Allow students to share what they noticed about how the cast listened actively.**

Show the Two@aTime Treasure Map Graphic.

Each week, we'll learn new skills and earn cool badges along the way! These badges will help guide us on our journey through the Two@aTime Treasure Map. **Point to each badge.** Every time you earn a badge you'll move around the map, from Treasure Island to Keymasters' Cove and all the way around the map to where you earn your final badge and become a **Two@aTime Master Communicator!** At the end of each week, you'll place the badges that you earn on your Journey Journal cover.

So today, to kick off the **Two@aTime Project**, we are going to start to earn our first badge in active listening and learn to be amazing **Treasure Hunters!**

What do Treasure Hunters look for?

Have students share out answers; sample answers include gold, money, silver, and coins.

Instead of looking for gold or jewels, we are hunting for something even more valuable: the hidden treasures and gems in conversations. We will be treasure hunters who will be active listeners, searching for

ACTIVITY: ACTIVE LISTENING PRACTICE

🕒 4-5 Minutes

You're all picking up on the key ways to be great active listeners and treasure hunters! You noticed the cast stopping to focus on the person speaking, making eye contact, listening carefully, and collecting hidden gems. We'll talk about those in a moment. Now that we've learned the basics of active listening, let's dive into an activity to practice these skills and have some fun just like in the video!

Show bowl/jar with Active Listening Practice Cards inside.

Now it's our turn! Here we have questions that will spark fun and exciting answers!

Here's how it works: each of you will pair up with the person next to you. Taking turns, one partner becomes the **Treasure Hunter** and draws a question to ask the other. As the treasure hunter, your mission is to listen

closely for the hidden gems in your partner's answer. The hidden gems you're listening for are:

- The **main idea** of your partner's story
- An important **detail** from your partner's story
- The **feeling** behind what your partner shared

Once you've listened as the treasure hunter, you get to "**Give It a Try**" by sharing back the treasures you found—the main idea, an important detail, and the feeling—with your partner.

★ GIVE IT A TRY!

Learning new skills is all about having fun and being brave enough to try! So, jump right in and practice your new skill; you can even make mistakes because that is part of learning!

Show the image of "Give It a Try!"

Each time you "**Give It a Try**," you're building confidence, discovering what works, and getting better step by step. Remember, treasure hunters don't always find gold on the first dig, and neither do we when we're learning! So let's keep trying, exploring, and enjoying the adventure of learning together.

When you're finished, switch so that your partner becomes the **Treasure Hunter** and asks a question. You're off to find the treasures hidden in your stories!

Circulate the room to have students draw a question. Circulate again to ensure students are sharing and listening actively. When time ends, bring students together and wrap up.

WRAP-UP

🕒 1 Minute

Great work, friends! I saw some excellent treasure hunting happening and some truly hidden gems being discovered. Tomorrow, get ready to keep working toward your **Two@aTime Treasure Hunter Badge**! We're going to learn even more awesome skills that all great active-listening treasure hunters use. In fact, if you want to practice at home, I sent the Two@aTime website to your families with fun ideas and games that you can all do together.

⚙️ TODAY'S CHALLENGE

At lunch or after school today, be an active listener and ask a friend one of the prompts from our Active Listening Practice Cards today and listen closely!



DAY 2

 15 Minutes

Materials:

- Sticky notes (3 in x 3 in), one per student

Leader Preparation:

- Print or access digital display of story and discussion questions.
- Print or access digital display of Two@aTime Treasure Map Graphic.

SETTING THE STAGE

 1 Minute

Today, we will continue on our exciting **Two@aTime** journey so that we can be amazing active listeners and **Treasure Hunters!** Remember that active listening is giving another person your full attention by stopping what you are doing and paying attention. Active listeners make eye contact with the speaker, stay focused, and listen for facts and feelings.

As a treasure hunter, your mission is to listen closely for the hidden gems in your conversations with others. This means listening for:

- The **main idea** of your partner's story
- An important **detail** from your partner's story
- The **feeling** behind what your partner shared

ACTIVITY: TREASURE HUNTING PRACTICE

 10–12 Minutes

Remember that **Two@aTime Treasure Hunters** are looking for hidden gems! Let's make a reminder for ourselves on how to do that. **Hand out sticky notes. Ask students to divide the sticky note into four sections and draw a symbol for active listening in each section.**

Once you have your sticky note, divide it into four sections, like this. **Model this by making your own.** Now, draw the following symbols for active listening, one symbol in each section. **Display your model, or show symbols on board for the class:**

- Draw a stop sign for Stop and Focus.
- Draw a set of eyes for Eye Contact.
- Draw an ear for Listen Carefully.
- Draw a hand for the Hidden Gems you hold.

Allow students to draw the four symbols as shown on your model.



Let's keep this Treasure Hunter Sticky Note on our desks for now. We'll use them as reminders for how to be active listeners!



Project image on screen if possible.

Now, I am going to read a story aloud. While I'm reading, listen to see what active listening skills are being used or are not being used in the story. If you forget, remember to look at the Treasure Hunter Sticky Notes on your desk for help.

Hayden is trying to enjoy her Sunday afternoon by relaxing in the living room and playing her favorite video game. Suddenly, Hayden's friend Emily stops by to say hello. Hayden doesn't even hear the doorbell and keeps playing her game. Emily comes in and sits down next to Hayden. She's had a tough week. She didn't do well on a test she forgot about, and she didn't make the soccer team. She feels sad and wants to talk to her best friend, Hayden, about it. As Emily starts telling Hayden what happened, Hayden keeps looking at her game and texting her other friends without looking up at Emily. Emily is upset. She even starts to cry, but Hayden doesn't notice because she's so focused on her game. Hayden says, "It will work out," without even making eye contact. Emily feels like Hayden doesn't care, so she says, "I'll talk to you later," and leaves.

Two days later, Hayden calls Emily to see if she'd like to do a sleepover. But Emily isn't interested. Hayden is confused and can't understand why Emily is upset with her. She tries to message Emily, but Emily doesn't respond. Hayden can't figure out why her best friend doesn't want to talk to her.

Display the story and discussion questions on the board. Now, turn to the person next to you, and discuss the following questions. Make sure you take turns to answer each one. Use your Treasure Hunter Sticky Note to help you.

- Do you think any of the Treasure Hunter active listening skills were used by the characters in the story?
- How do you think Emily feels after this conversation?
- What do you think that Hayden should have done differently? Which skills should Hayden have used?
- Now that Emily's feelings are hurt, what do you think Hayden should do next?

★ GIVE IT A TRY!

Learning new skills is all about having fun and being brave enough to try. So, jump right in and practice your new skill; you can even make mistakes because that is part of learning!

Once you and your partner have talked about those questions, you can **Give It a Try!** One partner pretends to be Hayden, and the other pretends to be Emily. Practice how Hayden and Emily might talk to each other the next day at school—but this time, imagine how they could respond as better friends. Think about how Hayden could show she cares about Emily's feelings, and how Emily might share her thoughts in a way that helps their friendship grow stronger. What could they say or do to understand and support each other better?

Circulate the room to ensure students are sharing and listening actively. When time ends, bring students together and wrap up.

WRAP-UP

🕒 1 Minute

Friends, I'm so impressed. As you were answering the questions and giving it a try, I saw you practicing your active listening! I hope thinking about Hayden and Emily's story helps you become better Treasure Hunters!

⚙️ TODAY'S CHALLENGE

At lunch or after school today, be an Active Listening Treasure Hunter—ask a friend about their favorite thing to do after school, then listen closely to discover the hidden gems in their story, like a fun detail or how it makes them feel!

Keep your Treasure Hunter Sticky Note on your desk as a reminder of how to be the best active listener you can be! They'll help you earn your first badge as a **Two@aTime Treasure Hunter!** Point to the Treasure Hunter Badge on the Two@aTime Treasure Map Graphic on display.



Remember to practice at home with the ideas on the Parent & Family Resource online!

DAY 3

 15 Minutes

Materials:

- Treasure Hunt Freeze! Jot Sheets

Leader Preparation:

- Print out the Treasure Hunt Freeze! Jot Sheets, one per student.
- Print or access digital display of Two@aTime Treasure Map Graphic.

SETTING THE STAGE

 2 Minutes

Hello **Two@aTime Treasure Hunters**! Today, we're going to play a fun game to fine-tune our active listening treasure hunting skills! Remember Hayden and Emily's story? It's a good reminder of what happens when someone can't have a face-to-face conversation because they're distracted by a device. Remember, taking a **Digital Pause for Real Talk** is setting down our video game, tablets and phones and talking with each other face to face.

Digital Pause for



Digital Pause for Real Talk: Set down your phones, tablets, and gaming controllers. Look up, lean in, and enjoy real conversations, shared laughter, and fun moments with friends and family!

Let's use our **Treasure Hunter Sticky Notes**, and call out the skills we're working on.



Can we do this all together? Follow me and let's **Give It a Try!** As **Treasure Hunters**, we:

- **Put your hand out in front to indicate stop.** First, we stop and focus!
- **Point to your eyes.** Next, we make eye contact!
- **Point to your ears.** Next, we listen carefully!
- **Hold out your hands as if you're holding gems.** Finally, we collect hidden gems! Remember, those are the **main idea**, an important **detail**, and the **feeling** behind the story.

ACTIVITY: TREASURE HUNT FREEZE!

8-10 Minutes

Nice work! Let's dive into this activity to practice!



Now, everyone please stand up. When I say “Go,” you’ll begin walking around the classroom, and when you hear me say “Treasure Hunt,” you turn to face someone close to you and freeze. I’ll call out a question. You and your partner will take turns sharing the answer for 30 seconds each.



Remember to actively listen by stopping, focusing, making eye contact and collecting those hidden gems – the main idea, details and feelings – in your partner’s responses. I’ll call time. We’ll repeat the process when I say “Go” again, and you’ll find a different partner to discuss another question. We’ll go for three rounds, and your job is to remember as many of the hidden gems from your partner’s answers as you can. Ready?

Call out the following questions for each round:

- Round 1: What is your favorite memory from when you were younger and why?
- Round 2: What is your favorite holiday and why?
- Round 3: What is your favorite thing to do in the summer and why?

Wow, what great Treasure Hunting! Now, at your desks, you each have a Treasure Hunt Freeze Jot Sheet. Make sure you write your name at the top. For each question, write down each of your partner’s names, and then

jot down the main idea, one important detail, and one feeling that was shared

WRAP-UP

2–3 Minutes

Facilitate a discussion, and allow students to share their thoughts on the following reflection questions.

- What was your favorite hidden gem you heard from a partner?
- What helped you to find your partner’s hidden gems?
- What was the most difficult hidden gem treasure to find—main idea, details, or feelings? Why?

We’re so much closer to becoming Two@aTime Treasure Hunters, which means we’re on our way to becoming Master Communicators and earning our first badge! [Point to the Treasure Hunter Badge on the Two@aTime Treasure Map Graphic on display.](#)

Great work, and remember to practice at home with the ideas on the Parent & Family Resource online!

TODAY’S CHALLENGE

Teach a friend or family member the four symbols and gestures of active listening!

DAY 4

 15 Minutes

Materials:

- Story Telephone Cards

Leader Preparation:

- Print and cut out Story Telephone Cards, one for each of the four groups.
- Print or access digital display of Two@aTime Treasure Map Graphic.

SETTING THE STAGE

 2 Minutes

We're almost ready to earn our badges, **Two@aTime Treasure Hunters**! Now that you're becoming experts, you know the importance of active listening in face-to-face conversations with friends or family members! Let's use our **Treasure Hunter Sticky Notes** and remind ourselves of the skills we're working on.



Can we do this all together? Follow me! As **Treasure Hunters**, we:

- Put your hand out in front to indicate stop. First, we stop and focus!
- Point to your eyes. Next, we make eye contact!
- Point to your ears. Next, we listen carefully!
- Hold out your hands as if you're holding gems. Finally, we collect hidden gems!

ACTIVITY: STORY TELEPHONE

 10-12 Minutes

Great work, everyone! Remember, we're working towards our first badge!

Today in our activity, we are going to focus on looking for Hidden Gems in a story! Raise your hand if you know how to play telephone. Today, we're going to play a fun version of the telephone game but with a twist! We will call our game Story Telephone! I'll divide you into four groups. In your group, sit in order by age. The youngest goes first, the second youngest goes next, and so on.

Place students in four groups and allow time for each group to determine its order based on age.

Okay, now that the groups are set, here's how it works: I'll give the first person in line a short story. That person will whisper the story to the next person in line. Each person passes the story along to the next, whispering only once! Your job is to keep the story as accurate as possible—remember the **main idea**, the **important details**, and the **feelings**.



When the last person hears the story, they'll say it out loud for the group to hear. As a group, compare the final version of the story to the original. Did anything change? If so, why?

Let's do a quick practice round with just one word to get the hang of it. Ready?

Whisper one word to the first person on each team.

After a practice round with one word, give each group one Story Telephone Card.

Ok, now it's time to play our game for real! Let's Give it a Try!



Then, circulate the room, and listen to groups passing along stories.

The last person in each group needs to tell the story they heard out loud to their group! Then, have the first person read the story card again!

Regroup as a class and facilitate a discussion. Did the stories change? If so, why do you think happened? What made it hard to remember? How did listening for the Hidden Gems help you remember the story?

WRAP-UP

 **1 Minute**

Wonderful work, everyone! I know that was a lot of fun, and I hope it helped you understand how important it is to listen carefully when someone tells a story. In real life, when someone shares a story about their life, they're giving us important clues about what matters to them and how they feel. If we listen carefully for those Hidden Gems—the main idea, important details and feelings—that helps us understand that person better and build stronger friendships. Remember to practice at home with the ideas on the Parent & Family Resource online! Let's continue to practice using these active listening skills because you can earn your first Two@Time Treasure Hunter Badge tomorrow!

TODAY'S CHALLENGE

When someone shares something with you today, challenge yourself to repeat everything they said out loud and practice collecting the hidden gems!

DAY 5



15–20 Minutes

Materials:

- Classmate Treasure Hunt! Sheets
- Journey Journals
- Two@aTime Treasure Map Graphic
- Two@aTime Treasure Map Badge Cut-Out page
- Tape or glue
- Scissors

Leader Preparation:

- Print Classmate Treasure Hunt! Sheets, one per student.
- Print or access digital display of Two@aTime Treasure Map Graphic.
- Prepare Journey Journals. Print out and bind together the Two@aTime Journey Journal cover with 6 blank pages, one per student.
- Print Two@aTime Treasure Map Badge Cut-Out page, one per student.

SETTING THE STAGE



1 Minute

Hello, **Two@aTime Treasure Hunters**! We made it to Day 5! I can't wait for you all to get your badges today! Let's use our **Treasure Hunter Sticky Notes**, and remind ourselves of the skills we're working on.

Can we do this all together? Follow me, and let's Give It a Try! As Treasure Hunters, we:

- **Put your hand out in front to indicate stop.** First, we stop and focus!

- **Point to your eyes.** Next, we make eye contact!
- **Point to your ears.** Next, we listen carefully!
- **Hold out your hands as if you're holding gems.** Finally, we collect hidden gems!



Today, you get to practice your active listening treasure hunting skills with several of your classmates. But first, I want you to direct me on how to be an Active Listening Treasure Hunter. I will ask someone to share a story with me about their favorite school memory. As they share their story, watch me listen.

Call on a student to share a story. As the student is sharing their story, look in other directions, look at a device, and fidget. At the end of the story, give the student feedback that does not relate to their story.

What do you think? Did I earn my badge? What could I have done better? **Facilitate a brief conversation as students share their ideas.**

ACTIVITY: CLASSMATE TREASURE HUNT

🕒 5-10 Minutes

Now, we are going on a treasure hunt with our friends. You'll have a chance to talk with several of your classmates and to find their hidden gems.

Give each student a copy of **Active Listening Classmate Treasure Hunt**.

Read the statements in each box. When I say "Go," walk around to find a classmate and ask if any of the statements are true for them. If they say yes, ask them to share which one and their experience or story. Listen and write their name in that box on your paper after they share. Once your partner has shared, you can tell them if any of the statements are true for you and share your experience or story. Your partner then listens and writes your name on their paper for that box. If none of the statements are true, keep walking to find another classmate and ask again. Make these conversations meaningful, and collect hidden gems from your new friends!



Ok, let's **Give It a Try!**

Call "Go," and allow students to get as many squares signed as possible. After

about ten minutes, ask students to return to their seats.

JOURNEY CHECKPOINT

🕒 5-8 Minutes

Congratulations! I'm so impressed with the treasure hunting and the hidden gems being collected! Guess what? It's time for our first checkpoint and badge! We'll have a checkpoint at the end of every week before you get your **Two@aTime Project** badges!

Hold up and show a journal. This is your **Two@aTime Journey Journal** for your



checkpoints and badges. **Pass out journals.**

Write your names on the journals. On the first blank page, write today's date and put your Treasure Hunter Sticky Notes on that page. You can tape it down if you need to. Under the sticky note, write what each part represents... all the skills you've been practicing this week!

Give students time to secure sticky notes, and describe the four parts in their journals.

Now, let's look at the Journey Journal cover. This is our Treasure Map! You'll see our first stop is Treasure Island! Now that you've all earned your first badge as Treasure Hunters, you may glue or tape the Treasure Hunter badge in the correct spot!

If allowing students to cut out their own badge, allow time to gather materials and cut out the Treasure Hunter badge and secure it in the correct spot on the Two@aTime Treasure Map.

Once students are finished, collect the Journey Journals to use later on at the Journey checkpoint for Lesson 2. Have students put remaining materials away.



**Two@aTime
Treasure Hunter
Active Listener!**

Terrific, let's give ourselves a round of applause as **Two@aTime Treasure Hunters!** Remember to practice at home with the ideas on the Parent & Family Resource online and tell them about your first badge! You are on your way to becoming a **Two@aTime Master Communicator!** I can't wait to explore the next part of our **Two@aTime Treasure Map** next week!

⚙️ TODAY'S CHALLENGE

The next time you are tempted to watch TV or use a device, challenge yourself to ask a friend to play a game outside or do an activity without a screen!

WEEK 1 STUDENT MATERIALS

DAY 1: ACTIVITY

Active Listening Practice Cards

Active Listening Practice Card 1:

Tell me a story about your favorite hobby.

Active Listening Practice Card 2:

Tell me an interesting story about a time you visited your favorite place.

Active Listening Practice Card 3:

Tell me a story about a favorite happy memory you have.

Active Listening Practice Card 4:

Tell me a story about a time you interacted with an animal.

Active Listening Practice Card 5:

Tell me about one goal you have for your future and why.

Active Listening Practice Card 6:

Tell me a story about how you got through something challenging.

Active Listening Practice Card 7:

Tell me about a time you tasted something delicious that surprised you.

Active Listening Practice Card 8:

How do you feel about spending a day at the beach and why?

Active Listening Practice Card 9:

Tell me about a time you made something that you were proud of.

Active Listening Practice Card 10:

If you could do anything you want tomorrow, what would it be and why?

Active Listening Practice Card 11:

How do you feel about the weather today and why?

Active Listening Practice Card 12:

Tell me about something you're looking forward to doing in the next few days or months.

WEEK 1 STUDENT MATERIALS

DAY 2: STORY & DISCUSSION QUESTIONS

As you listen to the story, pay attention to which active listening skills are being used or are not being used in the story. If you forget, remember to look at the Treasure Hunter Sticky Notes on your desk for help.

Hayden is trying to enjoy her Sunday afternoon by relaxing in the living room and playing her favorite video game. Suddenly, Hayden's friend Emily stops by to say hello. Hayden doesn't even hear the doorbell and keeps playing her game. Emily comes in and sits down next to Hayden. She's had a tough week. She didn't do well on a test she forgot about, and she didn't make the soccer team. She feels sad and wants to talk to her best friend, Hayden, about it. As Emily starts telling Hayden what happened, Hayden keeps looking at her game and texting her other friends without looking up at Emily. Emily is upset. She even starts to cry, but Hayden doesn't notice because she's so focused on her game. Hayden says, "It will work out," without even making eye contact. Emily feels like Hayden doesn't care, so she says, "I'll talk to you later," and leaves.

Two days later, Hayden calls Emily to see if she'd like to do a sleepover. But Emily isn't interested. Hayden is confused and can't understand why Emily is upset with her. She tries to message Emily, but Emily doesn't respond. Hayden can't figure out why her best friend doesn't want to talk to her.

Now, turn to the person next to you, and discuss the following questions. Make sure you take turns to answer each one. Use your Treasure Hunter Sticky Note to help you..

- Do you think any of the Treasure Hunter active listening skills were used by the characters in the story?
- How do you think Emily feels after this conversation?
- What do you think that Hayden should have done differently? Which skills should Hayden have used?
- Now that Emily's feelings are hurt, what do you think Hayden should do next?

WEEK 1 STUDENT MATERIALS

DAY 3: ACTIVITY

Name: _____

Treasure Hunt Freeze! Jot Sheet

Directions: After actively listening to your partner's response, jot down their main idea, one important detail, and one feeling that was shared.

Question 1	Question 2	Question 3
Partner: _____	Partner: _____	Partner: _____
Main Idea: _____ _____ _____	Main Idea: _____ _____ _____	Main Idea: _____ _____ _____
One Important Detail: _____ _____ _____	One Important Detail: _____ _____ _____	One Important Detail: _____ _____ _____
One Feeling: _____ _____ _____ _____	One Feeling: _____ _____ _____ _____	One Feeling: _____ _____ _____ _____

WEEK 1 STUDENT MATERIALS

DAY 4: ACTIVITY

Story Telephone Cards

Story 1

"A young girl named Lucy found a little kitten in the rain. She felt so sad seeing the kitten shivering, so she wrapped it in a warm blanket and brought it home. Lucy felt excited as she watched the kitten fall asleep in her arms, and she decided to name it Sparkle."

Story 2

"One day, Max heard the doorbell and rushed to the door. He was very curious about what might be in the giant box at the door. Max couldn't believe his eyes when he opened the box. Inside was his all-time favorite game, a basketball hoop and basketball!"

Story 3

"Gia was so excited to wake up early. Today was the day that her robotics team was going to compete in the state championship! Even if they don't get first place, Gia was going to make sure that everyone had fun today!"

Story 4

"Jay was on his way home from school when he suddenly remembered what day it was. When he got home, he ran inside to change so he wouldn't be late for his first swimming class. Jay got to the lesson early and waited with excitement."

WEEK 1 STUDENT MATERIALS

DAY 5: ACTIVITY

Classmate Treasure Hunt!

Name: _____

Directions: Let's go on a classmate treasure hunt! When the teacher says, "Go,"

1. Find a classmate and ask if any of the statements are true for them.
2. If they say "yes," ask them to share which one and listen closely!
3. After they share, write their name in that box on your paper.
4. Then, if any of the statements are true for you, tell them which one and share your story. They then write your name for that box on their paper.

Has at least one sibling Partner's Name: 	Has a pet Partner's Name: 	Has lived in more than one place Partner's Name:
Loves sports Partner's Name: 	Loves art Partner's Name: 	Loves dancing Partner's Name:
Has a favorite roller coaster Partner's Name: 	Loves the beach Partner's Name: 	Loves chocolate Partner's Name:
Has a favorite character from a book Partner's Name: 	Loves cold weather Partner's Name: 	Has a favorite snack Partner's Name:



GIVE IT A TRY!

Learning new skills is all about having fun and being brave enough to try. So, jump right in and practice your new skill; you can even make mistakes because that is part of learning!

Treasure Map

Two@Time



Two@aTime Journey Journal



Name: _____

TREASURE MAP BADGE CUT-OUTS

Directions: Carefully cut out the badge along the dotted line once you have completed that week's Active Listening Skill. Paste or tape the badge onto your treasure map in the correct spot. Watch your map fill up as your active listening skills grow stronger!

Collect all the badges and become a Master Communicator!

Week 1: Treasure Hunter



Week 4: Empathy Explorer



Week 2: Keymaster



Week 5: Puzzle Master



Week 3: Appreciation Detective



Week 6: Master Communicator





Dear Parents and Caregivers,

We're excited to share that your child will be part of the Two@aTime Project—a fun, in-class 6-week program that helps students build face-to-face communication skills like listening, asking great questions, showing appreciation, empathy, and finding common ground with others.

Our mission is to help youth and families find a healthy balance between screen time and face-to-face connection—making human interaction a meaningful part of everyday life.

In a world where screen time is increasing for all ages, taking time for real, face-to-face connection is more important than ever—for emotional well-being, healthy relationships, and strong family bonds.

We invite you to visit Two@aTime.com to learn more and enjoy free access to our Parent & Family Resource—filled with simple, meaningful tips that make it easy to practice these skills together at home during drive time, dinnertime, and bedtime.

We're honored to support your family—one conversation at a time.

Warmly,
The Two@aTime Team