

SEL COMPETENCY
Relationship Skills**SKILL** communication**MATERIALS**

- ✓ Discovering Projectable 3.1.1
- ✓ Connecting Projectable 3.1.2
- ✓ Printed copy of Projectable 3.1.2
- ✓ Student Journals
- ✓ Family Connection take-home worksheet
- ✓ Butcher paper, art supplies

CLASSROOM CONFIGURATION

- ① whole class/small groups
- ② whole class ③ small groups
- ④ individuals

OBJECTIVES

Students will

- ✓ name listening behaviors;
- ✓ demonstrate how to listen to others.

★ **COMMON CORE CONNECTION**

This lesson addresses the following Common Core Standards:

**SPEAKING AND LISTENING:
COMPREHENSION AND COLLABORATION**

- ✓ SL.3.1, SL.3.1.b, SL.3.1.d

SKILLS Progression

LAST YEAR, students demonstrated how to listen to others by describing their favorite snack.



THIS YEAR, students demonstrate communication through practicing key listening skills.



NEXT YEAR, students will practice using listening skills to improve their communication skills.

Good listening is an important skill for getting along with others. When people practice good listening behaviors, they show respect and interest in others' ideas.

1

DISCOVERING

10 MINUTES

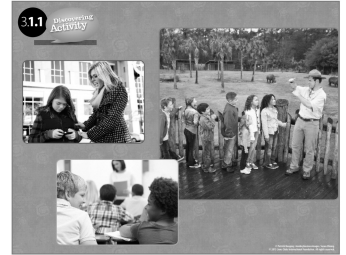
Lesson Link

ACTIVITY 1

Tell students Unit 3 will focus on the development of social skills and how to best deal with difficult situations that might arise. Announce that students are going to learn about good listening behaviors today. First, divide the class in half and give each student a piece of paper. Display **Discovering Projectable 3.1.1**. Direct everyone's attention to the actions and body language of the people in the photographs. Have students in one group list behaviors they see in the photos that show when a person is listening. Students in the other group are to record behaviors that show when a person is not listening.

ASK: Which behaviors show that someone is listening? Which show that someone is not listening?

As volunteers describe the behaviors on their lists, record them in a T-chart on butcher paper under the headings "Listening" or "Not Listening." After each item added, ask students to raise their hand if they wrote down something similar. Add checkmarks next to the behavior to show how many other students had a similar idea. While adding new behaviors and checkmarks, comment on how listening behaviors create positive connections with others, while non-listening behaviors do the opposite.



2

CONNECTING

10 MINUTES

INSTRUCTION

Point to the behaviors on the T-chart you created in the Discovering activity, particularly the ones that received many check marks.

ASK: Why do you think so many of you noticed these listening behaviors?

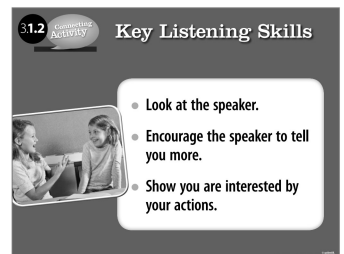
Acknowledge that some listening behaviors are more noticeable than others. These are the behaviors that make it very clear to speakers that listeners are engaged and interested.

Introduce key listening skills

Display the Key Listening Skills projectable (**Connecting Projectable 3.1.2**). Explain that these are the three key listening skills that the class will be practicing today. The three key listening skills are as follows:

Look at the speaker

- When people look elsewhere while others are talking to them, it appears they are focused on something else instead of the conversation.



Community Connection

Encourage students to use the key listening skills as they converse with members of their community. Suggest that they interview a teacher, school staff member, or friend of the family about what it means to be a good listener. Students will benefit from having multiple perspectives on what good listening looks like.

Family Connection

Teach students a version of the game “Telephone” that they can play with family members while practicing the key listening skills. This game will demonstrate the importance of good listening by showing how a story passed from one person to another too quickly changes its message, while a story that has been heard effectively does not change. Tell students that after they finish the game, they should answer the questions on the Family Connection take-home worksheet called **Listen Up and Pass It on!**

Applying Across the Curriculum

PHYSICAL EDUCATION Lead students in an activity in which students must listen to your direction and interpret one another’s body language. Invite a volunteer to come to the center of the room where you will whisper the name of an animal to him or her. The volunteer will then pantomime the actions of that animal while the other players try to guess which animal it is. Once the animal is guessed correctly, have a new volunteer repeat the process. Students see how many animals they can guess within a time limit.

SCIENCE Explain the concept of “white noise,” which is a powerful hushing sound. Examples include loud fans, waterfalls, and a large crowd cheering. Ask students how these and other noises in the environment hinder the ability to listen carefully. Encourage students to brainstorm ways they can work around the noise to help themselves listen.

- It is important to note that in some cultures people avoid direct eye contact as a sign of respect. Assure all students that giving eye contact when someone is speaking to them in school always shows respect.

Encourage the speaker to tell you more

- Asking questions shows the speaker that the listener wants to know more about his or her ideas.
- Adding comments that restate the speaker’s feelings shows that the listener cares.

Show you are interested by your actions

- When listeners face in the direction of the speaker, it shows that they are participating in the conversation.
- When listeners nod their heads and show concerned facial expressions, it tells the speaker that they are understanding and interested in what the speaker has to say.

Model key listening skills for the whole class

Invite a volunteer to join you in a role-play in which he or she will tell you about a place that he or she would like to visit someday. As the volunteer shares, you will demonstrate the key listening skills—looking at the speaker, showing you are interested through your actions (lean toward the volunteer, nod politely, be sure your body is focused on the volunteer), and encouraging the volunteer to tell you more.

SAY: *Watch as I show you how to use the key listening skills effectively.*

When the volunteer greets you, begin the demonstration.

SAY: *Please tell me a little bit about a place you really want to someday visit.*

ASK: *What do you think you’ll enjoy about that place?*

Lean forward toward the volunteer. Nod and make good eye contact.

ASK: *What kinds of things would you like to do there?*

ASK: *So you would like to go there in the summertime, right?*

After you finish modeling all three key listening skills, thank the volunteer for participating in the role-play. Then, address the class as a whole.

ASK: *In what ways did I show I was listening?*

Post the printed copy of the Key Listening Skills projectable (**Projectable 3.1.2**) on the wall. Refer to these specific skills as students use them in future lessons.

3 PRACTICING 15–20 MINUTES

ACTIVITY 2

Explain the key listening skills activity

Tell students they will now practice using the key listening skills in pairs. One partner will talk for two minutes about a career they would like to have when they get older, while the other practices good listening behaviors. Then they will switch roles.

Students practice using key listening skills

Pair up students using a creative grouping strategy. The partners will decide who will speak and listen first. During their speaking turn, students will talk about what kind of career they would like to have when they get older.

Begin the first round of speaking and listening. After the second minute, announce that it is time to switch roles. Repeat the process a second time. After the activity, ask the class to think about how their feelings about being a good listener might have changed throughout the activity.

Reflecting

Students use their journals to reflect individually and as a class on what they learned in this lesson.

What?	What are the three key listening skills?
So what?	How did it make you feel when your partner listened to you? How did it feel to listen to your partner?
Now what?	How do you think using listening skills helps people get along better? How do you think listening using skills helps you feel closer to your family?

4 APPLYING 5 MINUTES

With partners, have students take turns discussing an animal they would want to have as a pet. Allow each student about one minute to talk while the other student listens. Instruct students to complete the Applying page in the Student Journal, which helps them organize the information they are learning about listening.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Observe students as they practice using the key listening skills in pairs to get a sense of how well each student is using good listening skills. Review answers to the Reflecting questions in the Student Journals to see whether students understand how and why the listening skills are used.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Read responses in the Student Journals to evaluate what students have learned about the importance of listening.

Reflecting Resource: Student Journal p. 33

31 Reflecting Reflect on what you've learned about listening in this lesson.

What? What are the three listening skills?

So What? How did it make you feel when your partner listened to you? How did it feel to listen to your partner?

Now What? How do you think using listening skills helps people get along better? How do you think using listening skills helps you feel closer to your family?

Lesson 1 33

Applying Resource: Student Journal p. 34

Applying After discussing what kind of animal you would want as a pet and after listening to your partner's response, write down your thoughts about listening in the boxes below.

Something I do well when I listen:

Something I could improve on when I listen:

Some reasons why listening to others is important:

34 (cont.)

BUILDING SKILLS BEYOND THE LESSON

Draw a Sketch!

APPLYING Inspire students to ask questions by suggesting they draw a sketch of the animal that their partner chose. The listener will want to ask about the appearance and movements of the animal to complete the sketch.

Play a Game!

APPLYING To reinforce the importance of careful listening, lead students in a game of "Simon Says." Afterward, ask students why it is important to listen carefully to stay in this game.

REINFORCEMENT

Create an Ad!

PRACTICING Instruct pairs to create a poster advertising the importance of the key listening skills. Provide students with available art supplies and encourage them to draw illustrations depicting people practicing good listening behaviors.

Keep a Journal!

APPLYING Encourage students to keep a listening journal. They can use the prompts in the Student Journal to reflect on their progress as a listener from week to week. They may also record new things they learned by listening. By the end of the school year, students can take pride in how they have grown as listeners.

ENRICHMENT