

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

- ✓ Discovering Projectable 3.1.1
- ✓ Connecting Projectable 3.1.2
- ✓ Student Journals
- ✓ Family Connection take-home worksheet
- ✓ Literature selections

**CLASSROOM CONFIGURATION**

- 1 whole class 2 whole class  
3 pairs 4 individuals

**OBJECTIVES**

Students will

- ✓ identify different kinds of listening;
- ✓ identify and demonstrate conversational listening skills.

★ **COMMON CORE CONNECTION**

This lesson addresses the following Common Core Standards:

**SPEAKING AND LISTENING:  
COMPREHENSION AND COLLABORATION**

- ✓ SL.5.1, SL.5.1.b, SL.5.1.c, SL.5.1.d

**SPEAKING AND LISTENING:  
PRESENTATION OF KNOWLEDGE  
AND IDEAS**

- ✓ SL.5.4

**SKILLS Progression**

← **LAST YEAR**, students practiced using listening skills by giving the Gift of Listening.

↓ **THIS YEAR**, students become better listeners by utilizing conversational listening skills.

→ **NEXT YEAR**, students will become more effective listeners using the ART of Listening.

*There are many different types of listening. The kind that helps build strong relationships is called conversational listening. When people practice conversational listening, their words and actions communicate interest and care.*

**1 DISCOVERING**

10 MINUTES

Lesson Link

**ACTIVITY 1**

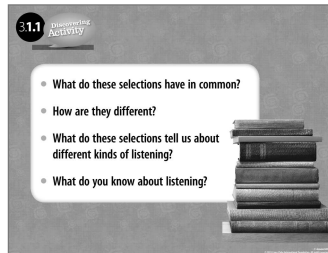
Welcome students to Unit 3. Explain that for the next eight lessons, the class will focus on the development of social skills and will discuss how to best deal with difficult situations that might arise. State that students will learn about different types of listening today. Ask students to consider the different kinds of listening they do every day. Then announce that students must exercise their own listening skills as you read to them four literature selections that you gathered ahead of time. Find passages that involve the following:

- A person listens to obtain information.
- A person listens to sounds in nature to understand his or her surroundings.
- A person listens for entertainment, such as to music.
- A person listens to another person's message in a conversational context.

Display **Discovering Projectable 3.1.1** and discuss the questions. Then ask the following question:

**ASK:** *In what ways do you think conversational listening is different from other kinds of listening?*

Acknowledge that conversational listening is the only one that forms or strengthens bonds between people.

**2 CONNECTING**

10 MINUTES

**INSTRUCTION**

Prompt students to think back to the characters in the selections you read.

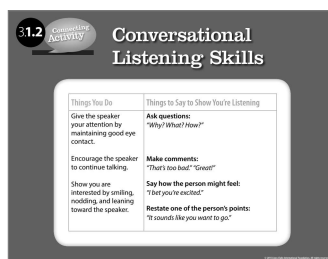
**ASK:** *Although you couldn't see the characters, how did you know they were listening to each other?*

Acknowledge that body language and a person's words can demonstrate how carefully he or she is listening.

**Introduce conversational listening skills**

Display the Conversational Listening Skills projectable (**Connecting Projectable 3.1.2**). Encourage students to take notes while you share this information. First, describe the following actions a person should take while listening to another's message:

- Give the speaker your attention by maintaining good eye contact.
- Encourage the speaker to continue talking.



## Community Connection

Have students craft life-sized ears out of paper and write “Thanks for lending an ear” on the back. Then instruct them to look for people using good conversational listening skills on school grounds outside the classroom. When they see someone listening carefully, students can present that person with a paper ear. This amusing gesture will spark discussion about the importance of listening.

## Family Connection

Have students begin a discussion about listening with their family members during a meal, car ride, or other time when they are gathered together. Instruct them to use the Family Connection take-home worksheet called **Conversation Concerns** to discuss various conversational listening issues.

## Applying Across the Curriculum

**ART** Have students collect pictures that show people either listening to others or not. They may search in newspapers, magazines, or approved web sites. Students will use the pictures to create two large collages titled “Listening” and “Not Listening.” Tell students to arrange their pictures creatively in each collage to illustrate multiple examples of each concept. Display the two collages side by side on a bulletin board in the classroom or hallway.

**SCIENCE** Encourage students to research how hearing works. Have them write a summary of what they learned. Ask students about how listening carefully allows them to take in information and learn more.

- Show you are interested by smiling, nodding, and leaning toward the speaker.

Then explain the kinds of things a person could say while listening to encourage the speaker to continue talking and to feel comfortable:

- Ask questions: “Why? What? How?”
- Make comments: “That’s too bad.” “Great!”
- Say how the person might feel: “I bet you’re excited.”
- Restate one of the person’s points: “It sounds like you want to go.”

## Model conversational listening skills

Invite a volunteer to join you in a role play in which he or she will describe a favorite hobby or interest while you demonstrate conversational listening skills.

**ASK:** *What’s your favorite thing to do in the summer? Why did you begin doing that?*

When the volunteer responds, be sure to look at the volunteer, nod, smile, and lean forward. Then proceed with conversational listening skills.

**SAY:** *Oh, wow! That sounds really fun. I bet you’re looking forward to school being out so you can get back to it! It sounds like that is something you’re really good at because you like it so much.*

Make it a point to voice each type of question and comment listed on the projectable so that students see each one in action. After about two minutes, wrap up the role play and thank the volunteer for participating. Then, address the whole class.

**ASK:** *What did I say to the volunteer to show I was listening carefully?*

Highlight the fact that you did not use your words to add your own opinions or advice about the hobby. That is because when a person is using conversational listening skills correctly he or she is focused on the message of the other person. The goal is to find out more about the other person’s message and understand it better.

## 3 PRACTICING 15–20 MINUTES

### ACTIVITY 2

### Explain the conversational listening skills activity

Tell students they will now practice conversational listening in pairs. One partner will share about a favorite hobby, interest, or other topic for approximately two minutes, while the other partner uses conversational listening skills to learn more. Then, the two students will switch roles.

### Students practice using conversational listening skills

Pair up students using a creative grouping strategy. Partners will decide who will speak and listen first. As the first speakers begin discussing their topics, walk around the room, observing how partners use conversational listening skills and providing guidance as needed. After about two minutes, tell pairs to switch roles. When the activity comes to an end, ask students to think about how this activity has helped them think differently about everyday conversations they might have.

## Reflecting

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

|                  |                                                                                                                                                                                      |
|------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>What?</b>     | What are some things someone could do to let you know that he or she is listening to you?                                                                                            |
| <b>So what?</b>  | Why do you think listening is an important friendship skill? In what ways do you think you can improve your listening skills to build stronger friendships?                          |
| <b>Now what?</b> | Where else do you think these listening skills could be helpful besides school? How do you think these listening skills will help you in the job you would like to have as an adult? |

## 4 APPLYING 5 MINUTES

Ask students to imagine what kinds of things can happen when people do not listen to one another carefully. Ask them to use the Applying page in the Student Journal to draft skits showing how not listening can lead to some amusing mishaps.

## ASSESSING

**PRACTICING (INFORMAL FORMATIVE ASSESSMENT)** As students practice conversational listening skills, listen to see if they are understanding effective ways to show they are listening. Review answers to the Reflecting questions in the Student Journals to see what students learned about the listening skills and their importance.

**APPLYING (FORMAL FORMATIVE ASSESSMENT)** Read skit organizers and dialogue in the Student Journals to evaluate how well students understand the power of careful listening and what can happen without it.

### Reflecting Resource: Student Journal p. 33

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

**What?** What are some things someone could do to let you know that he or she is listening to you?

**So What?** Why do you think listening is an important friendship skill? In what ways do you think you can improve your listening skills to build stronger friendships?

**Now What?** Where else do you think these listening skills could be helpful besides school? How do you think these listening skills will help you in the job you would like to have as an adult?

Lesson 1 33

### Applying Resource: Student Journal p. 34

**Applying** Draft a skit about what happens when people don't use good conversational listening skills.

**Set the scene!** Write down the names and brief descriptions of the two characters below. Describe where the characters are having a conversation.

**Write the dialogue!** Write down what each character says during the conversation. One character should be trying to tell the other one something important. The other character is not listening.

**What happens?** Describe the end of the scene that shows what happened as a result of one character not listening.

34 (cont.)

## BUILDING SKILLS BEYOND THE LESSON

### *Draw a Comic!*

#### REINFORCEMENT

**PRACTICING** Have students draw a comic strip of their partners participating in their choice hobby or activity based on the information they gave about it. This process will prompt students to ask more questions of their partners so they can complete the comic strip.

### *Act It Out!*

**APPLYING** Have students act out the skits they wrote in their Student Journals but this time outside of the school, for example, near a busy street, in a residential setting, or possibly in a rural setting. Ask students how their skits and/or acting might change in this new situation.

### *Present It!*

#### ENRICHMENT

**PRACTICING** Have students create presentations on computers or poster board explaining the importance of using conversational listening skills. They should use multiple examples from their own experiences or other reliable sources to reinforce their point(s).

### *Make a New Script!*

**APPLYING** Have students rewrite part of a script from a favorite movie or show, replacing an event in which a character listened with a new event in which that character does not listen. Allow students to act out the new scene with peer volunteers. Afterward, ask how the rest of the movie or show would be affected by that one event in which the character should have listened but did not.