

SOCIAL SKILLS LESSON: HOW TO LISTEN CAREFULLY

Introduction

- Ask: “Why would it be important to have good listening skills? What are some situations where listening is very important? How would listening be helpful in these situations?”
- Tie listening carefully to our school expectations – behaving in a respectful, responsible and safe manner. “How does listening carefully help you be more respectful, responsible and safe?”

Anticipatory Set

Select from an activity that you feel is appropriate for your grade level/students. Feel free to adapt as you see fit.

- Telephone – Be sure to stop after every so many students to check that the message is correct. We do not want students practicing the “wrong” listening skills.
- Truth, Truth, Lie – Tell 2 things that are the truth about yourself, and one thing that is a lie. Students try to guess which thing is the truth and justify their choice with details of what their partner shared.
- Think, Pair, Share – During an academic subject, have students think about a concept, partner up and share their thinking with a partner. Have the partner repeat back what they heard while listening.

Instructional Input

- Listening attentively means something slightly different depending on when we’re doing it. For example:
 - When we’re participating in a class or small group lesson, we need to have our:
 - Eyes watching (the speaker)
 - Ears listening (to the speaker)
 - Lips zipped (so we don’t miss anything)
 - Hands still (so we’re not distracted)
 - Feet quiet (so we don’t bother anyone else)
 - When we’re working with a partner, the teacher or saying something in a small group, we need to do all of those things above, plus a few other things:
 - Listen to all the information
(You don’t want to miss anything!)
 - Think about what is being said.
(Show this by nodding your head, saying, “Mm-hmm.”)
 - Wait your turn to talk.
(Don’t fidget; don’t shuffle your feet.)
 - Say what you want to say.
(Ask questions; express feelings; express your ideas.)

Modeling (Students *NEVER* model non-examples)

| Good job! | Almost there... | Non-Example |
|-------------------------------|--------------------------------|--|
| Eyes on speaker | Looking at your neighbor | Chatting with a friend |
| Voice off | Whispering or humming to self | Digging in desk |
| Hands and feet still | Tapping on your desk | Begin working before you get all of the directions |
| Listen to all information | Fiddling with papers/materials | Interrupting the speaker |
| Think about what’s being said | Blurting/Talking out of turn | Hands/Feet on others |

Scenarios

Read the scenarios below and have students give a thumbs up if it is a good example, thumb sideways if it is almost there, and a thumbs down if it is a non-example of listening carefully. Whenever possible teachers can/should make a connection to other curricular areas such as ties to a character from literature, current events, famous quotations, or to a content area.

- Kayla is making silly faces at her neighbor who is working on an assignment.
- Aaron is talking to a friend who is listening to directions.
- The recess signal is given. All the students stop playing 4-square and turn to the supervisor to listen.
- Kaniesha is waving her hand to answer a question, while saying "Ooh, ooh."
- While the teacher is giving instructions for assignment, Ahmed walks over to sharpen his pencil.
- Karrah is sitting cross-cross, hands in her lap and eyes on the speaker during the assembly.

Guided Practice

- During your introductory discussions your students may have shared specific examples or non-examples and those would be excellent for use as role play situations and extension activities throughout the week. These examples can be written out on chart paper for later use.
- Pass out 3 x 5 index cards after the introduction of the skill and give students a moment to write down examples or non-examples they have experienced at school, home in the neighborhood, or at work. Young children can draw it! This option allows for anonymity. Save non-school examples primarily for discussion and use school based examples for role-play.
- In the case of non-examples, have students problem solve appropriate behaviors that could have been done/used instead and then have them role play these replacement examples. Students NEVER ROLE PLAY NON-EXAMPLES! If a non-example needs to be demonstrated it is ONLY demonstrated by TEACHERS/Adults.
- Give all students a task or job to do during ROLE PLAY! Some students will be actors, others can be given the task of looking for specific skill steps and giving feedback on whether the step was demonstrated.

Providing Explicit Feedback

Following are some examples of phrases to use during practice sessions and throughout the rest of the year to give students performance feedback.

- "Thank you for turning your voice off when you heard our morning announcements. That was respectful."
- "Great job of listening to the directions for this assignment! What great learners you are!"
- "You did a splendid job of keeping your hands and feet to yourself while on the carpet! That was safe!"
- "I knew you were ready to listen because you were facing forward with your eyes on me! Thank you for being a learner!"

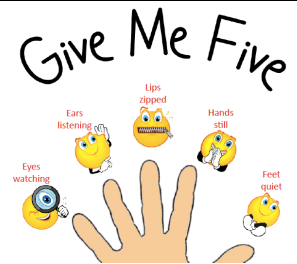
Extension Activities

- Have students listen to follow the directions to complete a drawing.
- Progressive story - each student adds a sentence (or word if lower grades) to create a story
- Play a game of Twenty Questions or I-Spy
- Play a game of "I Packed A Bag." Each student repeats in order each item packed, then adds an item to the bag on their turn.
- Play "The Name Game" using alliteration, each person adds an adjective + their name, (Ex. Rambunctious Ruth). Go around the circle stating previous names.
- Play a game of "Simon Says."
- In small groups, have students listen to complete a cooperative drawing or group project.
- When morning announcements come on the intercom, students stop all activity and turn voices off. Have a quiz at the end to see who can remember the most details of the announcements.
- Any assignment or task that has directions given in the classroom is a great opportunity to challenge students to listen carefully. Doing so makes it more likely they will successfully meet the expectations.

HOW TO LISTEN CAREFULLY!

1

Give 'em 5!



2

Listen to all the information.



3

Think about what is being said.



4

Wait your turn to talk.



5

Say what you want to say.

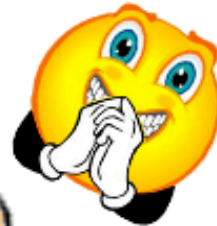


Give Me Five

Lips
zipped



Hands
still



Ears
listening



Eyes
watching



Feet
quiet

