

SEL COMPETENCY

Relationship Skills

SKILL communication**MATERIALS**

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

CLASSROOM CONFIGURATION

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

OBJECTIVES

Students will

- ✓ identify listening skills;
- ✓ demonstrate how to listen to others.

★ COMMON CORE CONNECTION

This lesson addresses the following Common Core Standards:

SPEAKING AND LISTENING: COMPREHENSION AND COLLABORATION

- ✓ SL.4.1, SL.4.1.b, SL.4.1.c

SPEAKING AND LISTENING: PRESENTATION OF KNOWLEDGE AND IDEAS

- ✓ SL.4.4

SKILLS Progression

LAST YEAR, students demonstrated communication through practicing key listening skills.



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



NEXT YEAR, students will become better listeners by utilizing conversational listening skills.

Give the Gift of Listening

Good listening helps build positive relationships with others. A person who uses listening skills to show that he or she is listening, tells others that what they are saying is important and valued.

1 DISCOVERING 10 MINUTES

Lesson Link

ACTIVITY 1

Welcome students to Unit 3, which will focus on the development of social skills and how to best deal with difficult situations that might arise as students grow into adolescence. Tell students that they are going to learn about listening today. Ask students to think about a time when they had something to say and no one listened to them. Then ask students to think about how it felt when no one listened to them. Show **Discovering Projectable 3.1.1**.



Have two volunteers help you perform the skit in the Student Journal. Make sure that only the volunteers have opened their journals and that the rest of the class is paying attention as you and the volunteers read. Have one volunteer read Marcus's part while the other volunteer reads the stage directions. You read the part of Dan, acting out and emphasizing the non-listening behaviors. After reading the skit, have triads take approximately two minutes to discuss the questions on the projectable and to make a list of behaviors that show that Dan is not listening to Marcus.

ASK: *What feelings are created by not listening?*

Acknowledge that not being listened to can make people feel badly.

2 CONNECTING 10 MINUTES

INSTRUCTION

Ask volunteers to share the non-listening behaviors that they identified after listening to the skit. Then encourage students to think about behaviors that show someone is listening.

Introduce the steps in the Gift of Listening

Display the Gift of Listening projectable (**Connecting Projectable 3.1.2**). Point out that listeners give verbal and physical cues when they are listening and when they are not listening and that speakers' feelings may be affected by those behaviors. Tell students that listening is a gift that one person can give another that shows he or she is interested in what the other person has to say. Explain that the following behaviors are ways that one person can give the gift of listening to another:

**Give the speaker your attention.**

- Stop what you are doing and look at the speaker.
- This lets the speaker know that you think what he or she is saying is important.

Encourage the speaker to tell you more.

- Ask questions or comment about what the speaker has said.
- This lets the speaker know that you are listening and want to know more.

Community Connection

Explain to students that while the Gift of Listening is something they can give to friends and family members, listening is also a skill that can be used with many different people and in many different situations. Encourage students to find situations at school and around their community where they can use the Gift of Listening. As examples, students can give the Gift of Listening when they visit their school library or when they are at their local grocery store with a family member.

Family Connection

Have students identify a family member whom they can trust to give caring feedback. Then have them ask that family member if he or she would like to receive the Gift of Listening. Students ask the family member to describe the biggest surprise that ever happened to them. Then students give the Gift of Listening as their family member speaks. In so doing, students continue to develop listening skills in a situation beyond the classroom. The family member can then give feedback on how well the student followed the Gift of Listening steps. Send home the Family Connection take-home worksheet called **Listen Up and Give a Gift!**

Applying Across the Curriculum

WORLD LANGUAGES Have students practice their understanding of a world language that they are learning or with which they are familiar. Give students brief commands that call for simple actions using vocabulary that students have learned recently. Commands may include picking up a red (or blue or green) crayon or standing up (or sitting down). For more advanced world languages students, give a command that requires them to respond orally.

ART Have students create a comic strip or graphic-novel-style cartoon showing two people having a conversation using effective listening skills. Encourage students to include body language and facial expressions that show the two people listening to each other. Invite students to use any combination of words and pictures to communicate their understanding.

Show you are interested by your actions.

- Use gestures and postures that tell the speaker you are interested in what he or she is saying.
- Nodding and leaning forward are two ways body language can let the speaker know you are listening.

Model giving the Gift of Listening

Ask a volunteer to help you model giving the Gift of Listening using a role play. Have a volunteer tell you about his or her favorite pet or about a hobby, activity, or sport in which he or she likes to participate. As the student speaks, you model the Gift of Listening. Let the volunteer speak for about one minute, then begin asking questions that encourage him or her to tell you more. Show that you are interested the whole time the volunteer is speaking by using gestures and postures, including nodding and leaning toward the student. After about two minutes of role playing, ask the volunteer to describe how it felt to be listened to. Help students make the connection that demonstrating listening skills makes people feel good, so listening to someone is like giving them a gift. Check for understanding by asking the following question:

ASK: *What listening skills did I use to show that I was listening and interested in the conversation?*

3 PRACTICING 15–20 MINUTES

ACTIVITY 2

Explain the Gift of Listening activity

Tell students that now they will have the opportunity to practice giving the Gift of Listening. Each student will take turns as the listener, the speaker, and the observer. Each speaker will speak for two minutes while the listener listens and the observer watches for listening skills used by the listener.

Students practice giving the Gift of Listening

Make effective use of the trust established in the Discovering activity by having the same triads regroup. Have them decide who will be the speaker, the listener, and the observer first. Then have students select one of the following topics:

- My favorite thing to do in my free time is...
- I'll never forget the day I...

Begin the first round of practice using your Quiet Signal. After two minutes, have the observers share their observations about the listening skills used by the listeners. Repeat the activity at least two more times so that everyone has performed each role.

Reflecting

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

What?	What behaviors did you see today that show someone is listening?
So what?	In what ways did being listened to make you feel good? What were some things that made it hard for you to be a good listener?
Now what?	Think of some situations in which you will try the Gift of Listening. How do you imagine it will improve your friendship? Name some ways you think the Gift of Listening will benefit you as the speaker and as the listener.

4 APPLYING 5 MINUTES

Encourage students to think about people to whom they could give the Gift of Listening. For example, students might say: a parent, brother/sister, grandparent, aunt/uncle, or a neighbor. Ask students to select one person to interview. Have students use their Student Journal to describe how the Gift of Listening steps can make their interviews more effective and to write interview questions and answers. Remind them to give the Gift of Listening while they conduct their interviews.

Students can use their own interview topic or one of the following:

- The funniest thing happened to me...
- My hopes for the future are...
- My favorite memory from the past is...

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Assess how well the listeners use the Gift of Listening skills. Also use students' answers to the Reflecting questions in their Student Journals to evaluate how well they understand giving the Gift of Listening.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Read students' interview questions and answers in the Student Journals to determine how well students can identify listening skills and demonstrate how to listen to others.

Reflecting Resource: Student Journal p. 33

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

What? What behaviors did you see today that show someone is listening?

So What? In what ways did being listened to make you feel good? What were some things that made it hard for you to be a good listener?

Now What? Think of some situations in which you will try the Gift of Listening. How do you imagine it will improve your friendships? Name some ways you think the Gift of Listening will benefit you as the speaker and as the listener.

Applying Resource: Student Journal p. 34

Applying Give the Gift of Listening while interviewing someone.

How can you use each of the Gift of Listening steps to make your interview more effective?

Interview Question #1:

Answer:

Interview Question #2:

Answer:

BUILDING SKILLS BEYOND THE LESSON

Be a Mime!

REINFORCEMENT

PRACTICING To help students become accustomed to using and reading body language, have students mime gestures and postures for other students who try to guess what the gestures and postures mean. It may be helpful for pairs to mime gestures and postures so that one student in the pair can represent the speaker. Repeat the activity so that everyone has a chance to mime.

Write a Poem!

APPLYING Reinforce students' understanding of the Gift of Listening by having them write an acrostic poem with the word "gift." Have students begin by writing the word "gift" vertically on the left side of the page. Make sure they leave several lined spaces between each letter. Then have them write a word, phrase, or sentence about giving that begins with the letters G-I-F-T.

Create a Manual!

ENRICHMENT

PRACTICING Have students write a how-to manual about giving the Gift of Listening. They should explain each step of the process as if they are telling someone else how to give the Gift of Listening. Have them provide examples and include illustrations. If possible, allow them to use word processing or design software to create their manuals.

Write an Article!

APPLYING Have students use their interviews to write an article. Students can ask additional questions or interview more than one person to further develop the article. Have students share their completed articles with the class. If possible, have them share their articles with the community by doing a reading at the local library or in a neighborhood café or coffee shop.