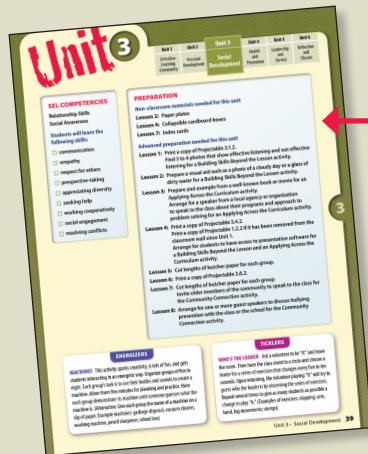


How to Use This Guide

Each three-page lesson in the Facilitator Guide provides instruction that addresses specific SEL competencies, skills, and lesson objectives. Each lesson also provides direction for facilitators regarding how and when to use projectables, the Student Journal, and Family Connection take-home worksheets.



UNIT OPENER The first page of each unit provides organizational tools, materials needed for the unit, Tickler activities for student engagement, and Energizer activities for skills reinforcement.

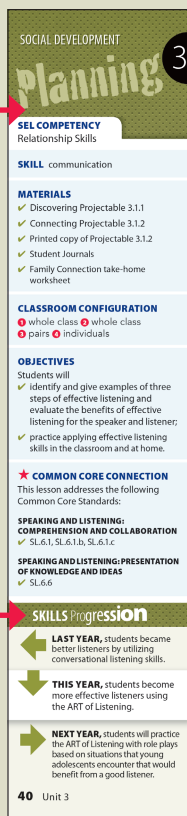
Each lesson begins with the **DISCOVERING PHASE—AN ENGAGING INTRODUCTORY ACTIVITY THAT INVOLVES ALL STUDENTS.**

THE DISCOVERING PROJECTABLE facsimile is shown opposite the instruction.

LESSON LINK ICON reminds facilitators to review any work completed by students for a previous lesson.

COMMUNITY CONNECTION, FAMILY CONNECTION, and APPLYING ACROSS THE CURRICULUM provide opportunities for students to expand the lesson's skills/concepts beyond the classroom.

Each lesson begins with a **PLANNING COLUMN**, which shows the unit and lesson number; lists the lesson's SEL competencies, skills, and objectives; explains the classroom configurations for each of the lesson's four phases; and lists Common Core standards covered in the lesson.



3.1 The ART of Effective Listening

1 DISCOVERING 10 MINUTES

State that today's lesson is about listening. Show **Discovering Projectable 3.1.1**. Ask students to think about a time when they felt listened to and another time when they did not feel listened to. Explain that they will observe a role play in which a volunteer plays the role of someone who has just returned from a family vacation and wants to talk about it. You will play the role of a poor listener, demonstrating non-listening behaviors such as looking around, waving to other people, drawing the conversation back to yourself, giving advice, etc. Ask the class to watch what you say and do during the one-minute role play. After one minute, thank the volunteer for being a good sport.

ASK: What did I say and do that showed I wasn't really listening?
Then ask the volunteer to describe the feelings of not being listened to. Acknowledge that not being listened to can make someone feel alone, unimportant, sad, and even angry. Ask students to give thumbs up if they would like to learn how to become an effective listener.

2 CONNECTING 10 MINUTES

Ask students to identify effective listening behaviors. Now invite the students to share some possible effective listening behaviors.

ASK: What are some words and behaviors I could have demonstrated to show that I was listening well?

Introduce the key elements of the ART of Listening. Display the ART of Listening projectable. (Connecting Projectable 3.1.2). Invite students to take notes while you share this information. Explain that effective listening is an ART that includes three key elements:

- A—Attend to the speaker.**
 - Make the speaker the center of attention.
 - Nod or lean toward the speaker.
 - Maintain a comfortable amount of eye contact.
 - Be sure not to read or look around the room while the speaker is talking.

R—Recognize the speaker's point of view.

- Put yourself in the speaker's shoes, and try to see the situation from his or her point of view.
- Do not interrupt to tell your own stories, give your opinion, or offer unasked-for advice.
- Listen for what is being said and how it is being said.
- Check to make sure that you understand the speaker's message.

T—Take time to ask and comment

- Encourage the speaker to tell you more by asking questions that show you are interested.
- Ask the speaker for additional opinions, thoughts, and feelings to make sure you understand what he or she is saying.

Model effective listening for the whole class

Now invite a different volunteer to join you for a "replay." This time the student will talk about his/her idea of a fun day, and you will demonstrate effective listening. Conduct the role play for one minute, demonstrating effective listening by attending to the speaker through facial expressions, eye contact, and body posture. Show that you can recognize the speaker's point of view by paraphrasing what he or she said and not giving advice or interrupting to tell your own story.

- That's interesting (or funny or scary). Tell me more.
- So you wanted to go to the zoo and stay home to watch the movie, right?
- You said that event was spooky. How did that make you feel?
- When you talk about this, you smile and get all excited. Are you happy you get to go?
- I'm not sure I got that last part. What did you say about the cat?

After you finish modeling effective listening, thank the volunteer and ask him/her how it felt to be listened to. Then ask the class the following questions:

ASK: What listening skills did I use? What message did I communicate through my speaking? How do you think it feels to be listened to in this way?

Post a printed copy of the ART of Listening projectable on the wall. Let students know that the class will now be using the ART of Listening skills for the rest of the course. Point out listening skills to students as they use them in class each day.

3 PRACTICING 15-20 MINUTES

Explain the ART of Listening activity

Explain that students will have the opportunity to practice the ART of Listening in pairs. Each person will get a chance to be the speaker and listener for two minutes each. Afterward they will have an opportunity to share what they appreciated about effective listening.

Students practice using the key elements in the ART of Listening

Divide students into pairs using a creative grouping strategy. Make sure that everyone is paired, and then have pairs choose who will perform each role first. Display the following topics on the board:

- My idea of a fun day is ...
- I am really looking forward to ...

Community Connection

Explain to students that while most situations that involve two or more people also involve listening and speaking, different people and different situations require different levels and types of listening and speaking. This lesson has taught them one way of listening effectively. Encourage students to find situations in which the ways of listening using ART are used around the community. Have students observe one person in conversation in different situations and then report what they see to the class. For example, students can observe a family member listening to another family member and then observe the same family member listening in a work situation or at a restaurant or store. Students can also gather examples from media such as movies or interviews.

Also encourage students to find other ways of listening. For example, two people might be talking at once but seem to hear each other.

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 learn about the ART of Listening. After explaining about the ART of Listening, students ask their family member to talk about their day while the student listens using ART. The family member can then give feedback as to how well the student uses ART listening skills. If they would like and the family member is willing, students can reverse roles and have the family member practice listening while the student gives the feedback. Send home the Family Connection take-home worksheet called **Listen Up!**

Applying Across the Curriculum

LANGUAGE ARTS Have students write a short story with dialogue that represents the key elements of the ART of Listening. Describe not only the elements but the thoughts, feelings, and impact on the characters of the effective listening behaviors.

CAREER EDUCATION Have students list careers that require effective listening and why those skills are essential to those professions.

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SKILLS PROGRESSION provides the instructional context for a particular skill—what students learned last year, what they are learning this year, and what they will learn next year.

In the **CONNECTING PHASE**, students connect what they already know with new information about the lesson skill. If the lesson includes a Connecting projectable, a facsimile is shown opposite the instruction.

PACING indicates the time suggested for each phase. Pacing will vary depending on class length and on student needs.

In the **PRACTICING PHASE**, students practice the new skill learned in the Connecting phase. If the lesson includes a Practicing projectable, a facsimile is shown opposite the instruction.

Reflecting Resource:
Student Journal p. 30

Reflecting

Ask the speakers to choose their topics. Use your Quiet Signal to begin the first round. After two minutes, indicate that it's time for partners to switch. Listeners become speakers and choose their topic, and speakers become listeners. After two minutes, ask each partner to take one minute to share what he or she appreciated about the other's listening. Encourage them to be specific about ART. Walk around while students practice; notice how well they demonstrate the skills. Provide positive and constructive feedback.

Reflecting

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

What?	What did you experience today with effective listening?
So what?	What did you learn about the benefits of effective listening? How does it feel when someone really listens to you?
Now what?	What can effective listening do for you? What can it do for others when you listen to them in this way?

4 APPLYING 5 MINUTES

Have students complete the Applying page in their Student Journal. Ask them to pay attention to their own ART of Listening skills for the next 24 hours. Invite them to practice with friends, family, or staff, paying attention to how they feel and how others respond when they are being effective listeners. Explain that they will be invited to share these experiences in the next lesson.

ASSESSING

PRACTICING (INFORMAL FORMATIVE ASSESSMENT) Monitor students as they practice; take note of how well they use ART. Review their answers to the Reflecting questions in the Student Journals to determine how well students understand effective listening.

APPLYING (FORMAL FORMATIVE ASSESSMENT) Review Applying in Student Journals to assess how well students apply ART of Listening to situations beyond the classroom.

BUILDING SKILLS BEYOND THE LESSON

Picture It!
PRACTICING Reinforce the ART of Listening by having students create a photomontage that illustrates their responses to the Reflecting questions. Students can also take the activity a step further and use the images to create additional meaning rather than only illustrating the answers they wrote in their Student Journals.

Write A Song!
APPLYING To reinforce each element of the ART of Listening and what it means to them, have pairs or small groups write song lyrics to the tune of a song of their choice. Lyrics can either build on the Applying activity in their Student Journals OR lyrics can help students who are having difficulty expressing what the ART of Listening means to them. A variation is to have students write an ART of Listening rap. Have students perform their lyrics for the class.

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REFLECTING QUESTIONS

conclude the Practicing phase. The questions reflect increasing cognitive complexity and connect students to the learning that took place in the just-completed Connecting and Practicing phases. Questions are open-ended and encourage divergent and critical thinking. Questions that express a personal opinion, perspective, or insight invite students to reveal how they are thinking about a topic.

In the **APPLYING PHASE** students use higher-order thinking skills to apply what they have learned beyond the classroom. Students either complete or prepare for this activity using the Student Journal.

In the **BUILDING SKILLS BEYOND THE LESSON** section, additional activities are provided for students who may benefit from additional exposure to the lesson skills and for students who have mastered the skills and are ready for activities with a greater degree of complexity.

Go to Unit 3 Lesson 1 for this!

THE FAMILY-CONNECTION TAKE-HOME WORKSHEET is a black line master that teachers can copy and distribute to students to practice the lesson's skill at home with a family member. Worksheets are provided as PDFs on the LQ Digital Resources Drive.

3.1 FAMILY CONNECTION!

FAMILY MEMBERS READ THIS:
Your son or daughter is learning about and developing effective listening skills. Help him or her practice by speaking while he or she listens. Observe his or her listening behaviors as you speak. Watch for cues such as body language. If you wish, you can switch roles and listen while your son or daughter speaks.

LET'S DO THIS!
Practice effective listening skills with your family. Ask: "Could you tell me about your day?" While your family member speaks, concentrate on using your ART of Listening skills.

Listen Up!

THE ART OF EFFECTIVE LISTENING

REMEMBER TO

- ☐ Attend to the speaker.
- ☐ Recognize the speaker's point of view.
- ☐ Take time to ask and comment.

After listening to your family member, ask him or her to describe your behaviors. Then, answer the following questions.

How did your family member describe your listening behaviors?

In what ways did you use ART? How did you feel when you used it well? How do you think the interaction improved from using ART?

What do you need to do differently to improve your listening skills? When and where will you try to use ART again?

How is listening to a family member different than listening to a classmate?

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FACILITATOR'S RESOURCE GUIDE

How to Use This Guide *continued*

Go to Unit 3 Lesson 1 for these!

3.1.1
DISCOVERING
ACTIVITY

Think about a time when you had something to say and . . .

someone did not listen to you.

someone really listened to you.

What did it feel like to be listened to?

What did it feel like to be not listened to?

PROJECTABLES are provided as PDFs on the LQ Digital Resources Drive. They can be projected on a whiteboard or printed and distributed to students, depending on the needs of the lesson. Lessons use one or more projectables to stimulate discussion and support instruction. Projectables are numbered with the unit and lesson number, followed by a number indicating the corresponding phase of instruction in the lesson. The number 1 indicates Discovering phase, 2 indicates Connecting phase, and 3 indicates Practicing phase. Some projectables are used in more than one lesson, so the projectable number refers to the first unit and lesson in which the projectable is used.

Each student has his or her own Student Journal. The **REFLECTING PAGE** includes the same Reflecting questions from the Facilitator's Resource Guide. Students have space in their Student Journal to write their answers. On the **APPLYING PAGE**, students either complete or prepare for the activity described in the Facilitator's Resource Guide. Some lessons have Student Journal pages that correspond to one or more of the other instructional phases.

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SKILL communication

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

WHAT?

What is a symbol that can help you remember the steps in the ART of Listening? Draw the symbol.

SO WHAT?

How does it feel when someone really listens to you?

NOW WHAT?

How do you think others who are important to you will feel when you use the ART of listening?

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Applying

What does each step of effective listening mean to you? Write a description for each step in the space provided.

A

Attend to the speaker.

R

Recognize the speaker's point of view.

T

Take time to ask and comment.

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