

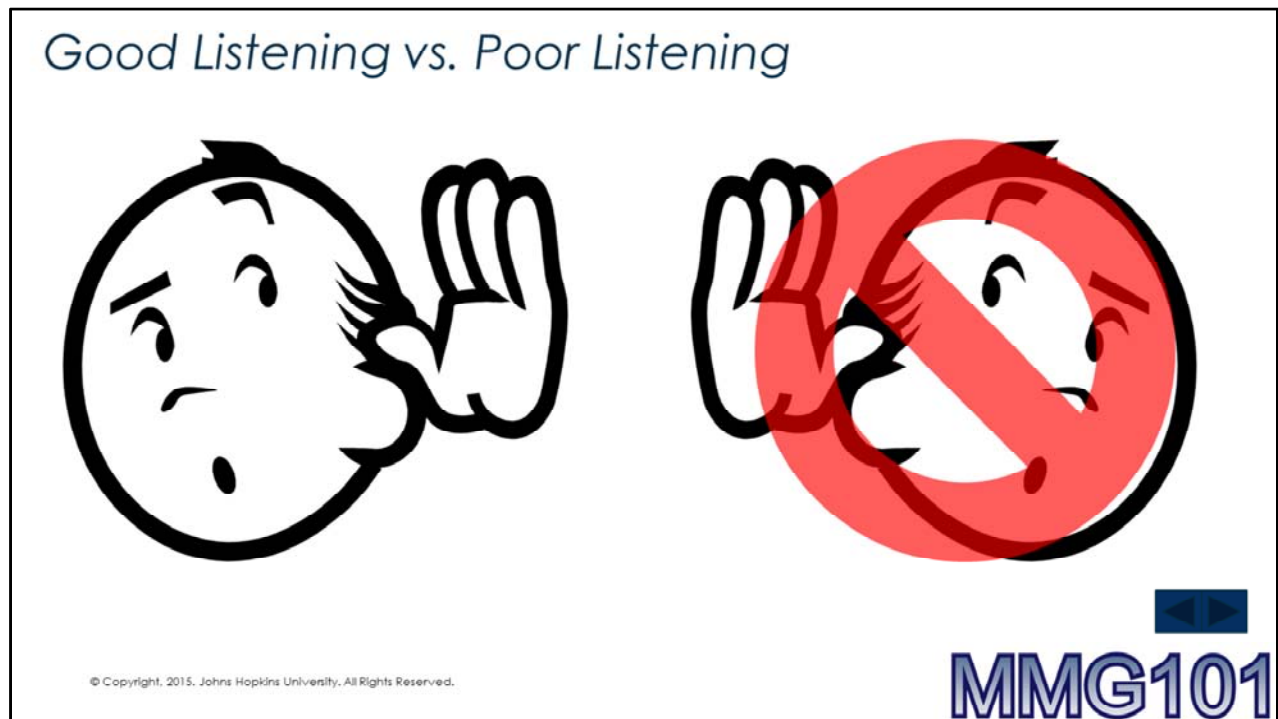


1. Direct student(s) to Class Reader # 33: *Are You Listening to Me?* Students partner read the selection and discuss the photo.

Looks Like	Sounds Like
<ul style="list-style-type: none"> ◆ Making eye contact ◆ Not playing with cell phone or iPod ◆ Facing the speaker ◆ Not looking around the room ◆ Leaning forward in the chair so that your body language says "I'm interested in what you're saying." ◆ Focusing on the speaker 	<ul style="list-style-type: none"> ◆ Saying "uh huh" sometimes to let the speaker know you are listening ◆ Asking follow-up questions ◆ Nodding head or using other body language to show that you understand ◆ Not labeling, judging, or giving advice too quickly ◆ Communicating that you are aware of the feelings of the speaker as well as what he or she is saying

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1. Review the reading selection with students. Make sure students understand what good listening looks like and sounds like.
2. Were the students able to identify most of the characteristics of what active listening looks like and sounds like?




Model the Skill—Good vs. Poor Listening Skills

1. Ask a student volunteer to come to the front of the room for a “conference” with you and enact the skit below.
2. Read the scenario to your student volunteer.
 - *Juan Carlos was absent the day the teacher handed out the review sheet for an upcoming test. He returned to school the next day, but didn’t realize the teacher had distributed a study review sheet. He did poorly on the test, and wants to take the test over. He feels it was unfair for other students to have had a review sheet if he did not.*
3. You will first model poor listening skills, and later model good listening skills. **(Option: you may want to use two volunteers, one for the “poor listening” skit, and one for the “good listening” skit.)**
4. Before you and the student(s) role-play this situation, **instruct students** to watch for and write down examples of:
 - POOR listening in the first skit and
 - GOOD listening in the second
5. Role Play the POOR listening scenario.

What do you think?


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1. After the skit, ask students to identify why you were a poor listener, using the skill list.
2. Role-play skit again modeling **GOOD** listening skills.
 - Even though your listening skills change with the second role-play, **do NOT** change how you choose to resolve Juan Carlos' problem. This way, students can see that good listening skills matter, even if the ultimate outcome does not change.

How did you feel?



DID listen



DIDN'T listen

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Guided Discussion

Ask the student actor(s):

- *How did you feel when I didn't listen?*
- *How did you feel when I did listen?*



Good Listening vs. Poor Listening



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1. Ask the class to recall specific details of how you modeled good or bad listening skills.
2. Note them on the board, and have students add good skills to their T-chart.