


A REVIEW OF FACTS AND TIPS ABOUT THE SKILL OF LISTENING

1.

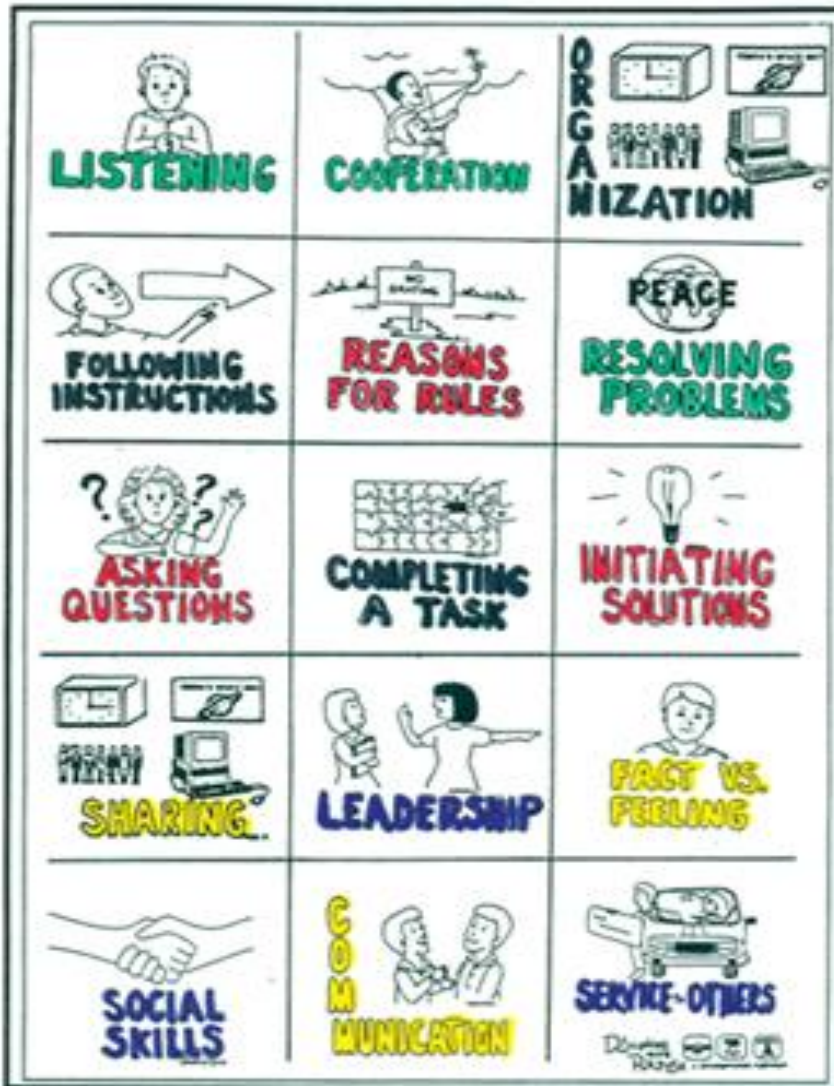


Stop what I am doing or saying.
Clear away distractions.
Look at or toward the speaker.
Tell the person what I heard.
Ask questions
Do the task the speaker has requested.

Christie Morris

LISTENING

Teaching Self-discipline: 15 Essential Skills



**The skill of Listening is related to
the skills of Cooperating and
Resolving Problems**

The skill of LISTENING is taught to:

- a) Inform students how to respond when a listening cue is given**
- b) Quickly bring a group of students to attention**
- c) Eliminate outbursts and interruptions**
- d) Equip students with a self-discipline skill.**

Do your students need to achieve any of these goals?

Facts about Listening

- First of the five **Basic Skills**
- Only skill with **six steps** students **memorize**
- Difficult for children age **5 until the middle of Grade 3** to master = demonstrate without prompts
- Children with learning challenges may need **prompts, cues, a buddy** to demonstrate
- Expect this type of listening **for a minute per age** of the group you are teaching
- Call students to **'focused listening'** several times in a **45 minute period**

Skill Illustration

1.

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Do the task the speaker has requested.




Christina Marie

LISTENING

Place hands next to your ears to teach students a non-verbal way to remember this skill.



Six steps of Listening

HOW TO LISTEN	
1. STOP what you are doing or saying.	
2. CLEAR AWAY distractions.	
3. LOOK AT OR TOWARD the person speaking.	
4. TELL the person what you heard them say.	
5. ASK QUESTIONS about what you heard.	
6. DO THE TASK you hear a person ask you to do.	

Discipline With Purpose

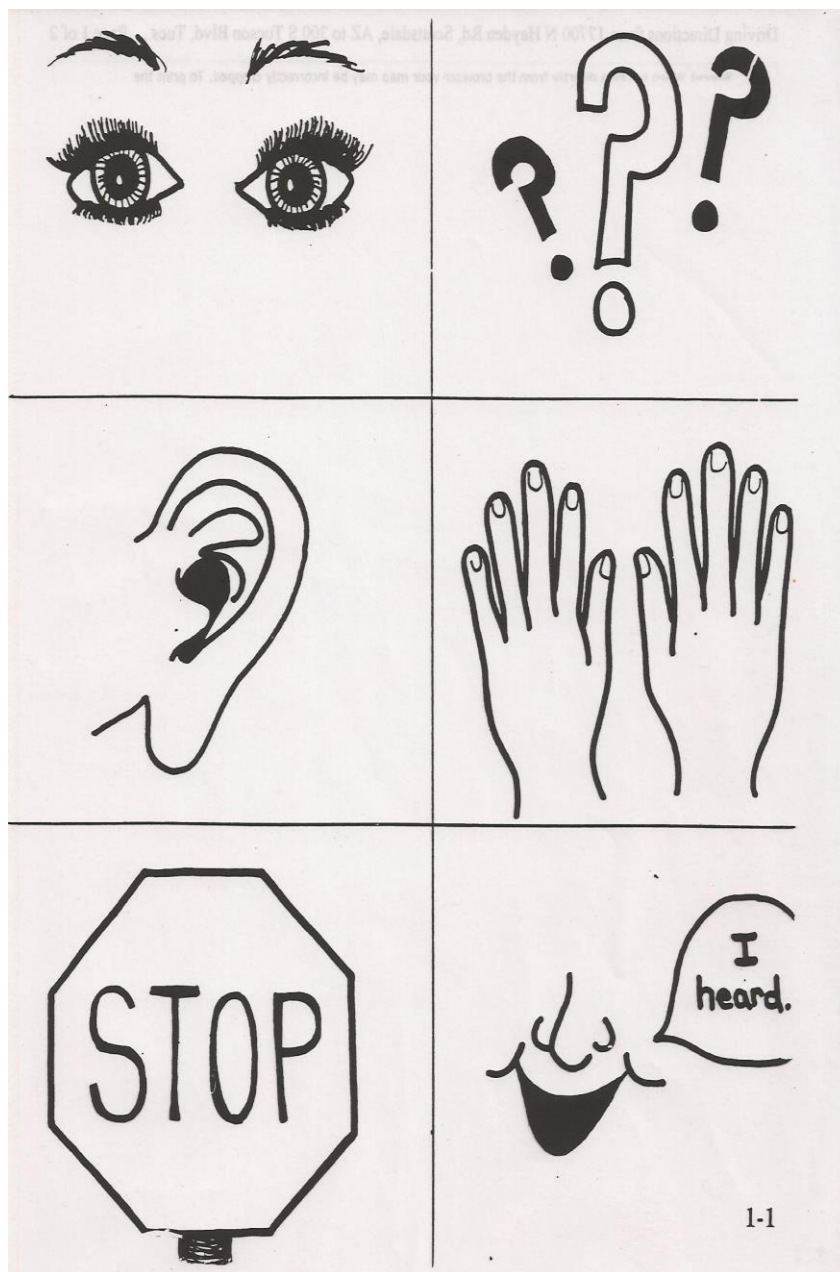
Change the wording of the first three steps for older students.

1. Calm yourself. Get into a comfortable position.

2. Clear away mental and physical distractions.

**3. Look toward the action:
(speaker, board, etc.).**

Use Graphics to Help Students Remember the Six Steps of Listening



Different Types of Listening

Teach older students the difference between

1. **Focused Listening** – when a self-discipline skill is practiced.
2. **Appreciative Listening** – when we listen to music or a reading.
3. **Comprehensive Listening** – when we understand the meaning of something.
4. **Therapeutic Listening** – when we serve as a sounding board without passing judgment.
5. **Critical Listening** – when we listen and plan to evaluate what we heard.

Teach Older Students How to Show Interest in Class

- S** Sit up
- L** Lean forward and give the speaker your full attention
- A** Activate your thinking. Ask thoughtful questions
- N** Nod your head to indicate you understand
- T** Teach others to help you remember what you learned.

Develop Listening Cues

1. Use a Listening spot

(A circle that is 8-12 inches in diameter with the illustration of the listening skill on it.) Teach students to notice when you stand on the listening spot or place it on the board. Give the first 3 students who notice and get into their listening position a link in a paper chain. Invite students to place their initials on the link. At the end of the day staple the links together. Continue to build the chain for three weeks as students practice the skill.



Develop Listening Cues

- **Use a raised hand** – teach students this signal which means they are to practice the first three steps of the listening skill.
- **Teach the phrase:** “If you can hear my voice, clap once. If you can hear my voice, clap twice.” Use this cue when students are working in groups.
- **Ask** primary students to: “Please stack your blocks.” meaning their feet are on the floor, their back is straight in the chair and their head forward.
- Let students **decide on a verbal cue:**
Ex: SALAME – Stop and look at me.
- **Teach** when a speaker stands behind a podium, students should practice the first three steps of listening.

Use Music



Are you listening? Are you listening?

I hope so. I hope so.

Can you sing the six steps? Can you sing the six steps.

Ready, set go! Ready, set go!

Stop what you're doing. Stop what you're doing.

Clear things away. Clear things away.

Turn toward the speaker. Turn toward the speaker.

Repeat what they say. Repeat what they say.

Think things over. Think things over.

Ask good questions . Do the task too.

These are all the six steps. These are all the six steps.





That I can do. That I can do.

USE QUOTES

- ‘Education is the ability to listen to almost anything without losing your temper or your self-confidence.’ – Robert Frost
- ‘At times it is better to keep your mouth closed and let people wonder if you are a fool than to open it and remove all doubt’ – Proverbs 17:28

**THE WORDS SILENT AND
LISTEN HAVE THE SAME
LETTERS**

Assessing Progress

- Use a rubric to assess progress.
- Show students the rubric after the skill is introduced
- At the end of the three week practice period let students self-evaluate how they perform each of the 6 steps of listening.
- Lacks knowledge or willingness 
- Needs assistance 
- Basic mastery 
- Proficiency 
- Share this information with parents.

Homework Assignments

Listening

- Teach your parent(s) the six steps of listening. Decide on one step to practice that will help your family become better listeners.
- Play the game Simon Says and practice focused listening or Telephone and discover how the listener can change communication.
- Invite each family member to share three things they learned during the day. After each has had a turn, try to recite all three per family member. This will test your listening skills as well as your focused attention.

Reflect

1. Identify something you learned or re-learned from this presentation.
2. Name one action step you will try each of the next three weeks.
 - * Teach a listening cue
 - * Compliment students when they use focused listening
 - * Give a homework assignment that involves listening
 - Design a rubric for students to self-evaluate how well they perform the six steps of listening
 - Find several age-appropriate listening quotes
 - Model 'focused listening' when working with other adults