

LISTENING LESSONS

FOR

TEACHERS

**CONTRIBUTED BY MEMBERS OF THE
INTERNATIONAL LISTENING ASSOCIATION**

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**INTERNATIONAL LISTENING ASSOCIATION PRECONVENTION SEMINARS
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THIS LESSON PLAN GUIDE IS DEDICATED TO ALL WHO COME TO
VALUE LISTENING AS HAVE TWO VERY SPECIAL FLORIDIANS,
RALPH G. NICHOLS AND E. LUCILE NICHOLS



"The most basic of all human needs is to understand and be understood.
... The best way to understand people is to listen to them."

Ralph G. Nichols

Dr. Ralph G. Nichols, the "Father of the Field of Listening" wrote:

In this age of the spoken word, it is no longer wise to allow our children to proceed through school with little or no formal attention to listening. In view of the need for it, our educators, in the not too distant future, are certain to find ways of including listening in their curriculums ... When this transpires we shall have taken along stride toward greater economy in learning, accelerated personal growth, and significantly deepened human understanding.

LISTENING

Listening is the first source of communication. By developing competent listening skills, one expands vocabulary, develops sentence structures, and begins to discriminate what is heard. Speaking, reading, and writing are built upon this foundation. Students come to school with some degree of competence in listening, acquired "naturally" in the developmental process. Consequently, often the most neglected area of instruction in the communication arts curriculum is listening. Many educators have assumed that listening skills can be developed by telling the students to listen and periodically reminding them they are not listening. Also, teacher education programs, textbooks, communication research, and assessments give little assistance for listening instruction. In spite of this neglect, the importance of listening in everyday life has long been documented. An active, not passive process, listening is a skill that can be improved through direct instruction and practice. Students learn to hear accurately and evaluate what is said so they may respond in conversation and discussion.

Instruction in listening should: 1) address communication needs of students that arise from real life situations; 2) involve direct teaching of listening strategies and practice of those strategies in a variety of listening situations; 3) include listening in all communication contexts including interpersonal, small group, public communication, and mass communication; 4) integrate with the teaching of all of the other communication arts strands; 5) be interdisciplinary and across the curriculum; 6) be incorporated in co-curricular programs that aid students in refining their listening skills; and 7) be sensitive to the diversity of culturally appropriate listening behaviors.

LESSON PLANNING GUIDE

Instructor: Sara Lundsteen

Grade Level: Elementary

Title: THE CLASS LISTENING LOG

OBJECTIVE(S): Keeping a listening log or journal for several days tends to help children become more aware of the centrality of listening in their lives.

MATERIALS: Coat hanger, other wire, construction paper, marking pens, stapled paper for the logs.

FOCUSING ACTIVITY:

Assessment
codes &
notes

See Figure 1, the Language Time Mobile. Ask the questions to follow shortly to see for yourself and for your children the amount of time in a usual day spent listening. Then, in contrast, note the time spent in speaking, reading, and writing. Next consider the amount of *intentional* instruction received in each area in order to make a class survey. Children can construct individual language time mobiles or the class survey can give proportional data for the total group mobile. (A productive integration with mathematics for older children can happen.)

Language Mode Time and Instruction Survey (Drawn from student kept logs.)

1. How much time do you spend (on a typical day) writing, reading, speaking, and listening?
2. How much direct instruction have you had in writing, reading, speaking, and listening?

Resource

"The Measurement of the Ability to Understand Spoken Language." Paul T. Rankin. Unpublished Ph.D. dissertation, University of Michigan, 1926. *Dissertation Abstracts International* 12:847.

Historically, this kind of importance of listening was first indicated by Rankin who found 42 percent time listening, 32 percent speaking, 15 percent reading and 11 percent writing in the people examined.

Source: E. Tway & S. Lundsteen. (1989). Choose Your Own Learning & Teaching Activities for Language Arts. Ch. 3, Listening. NY: Harper & Row.

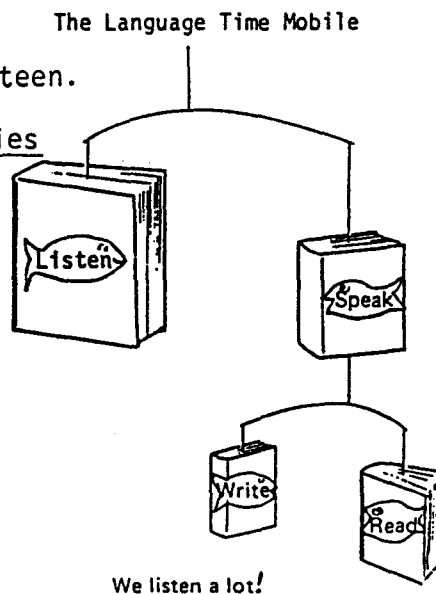


Figure 1. The Language Time Mobile.

Comparatively speaking, how much do you listen?

We listen a lot!

LESSON PLANNING GUIDE

Instructor: Catherine Gifford

Grade Level: Pre K -K

OBJECTIVE(S): To listen for name/direction

MATERIALS: Candle stick

FOCUSING ACTIVITY: Acting out nursery rhyme, "Jack be Nimble".

INSTRUCTION IN LISTENING: "I'm going to change Jack's name to the name of a child in this class."

"I'm going to change jump to another word or words, such as go around/ under"

PRACTICE ACTIVITY: 1. Teach/review the nursery rhyme as it was originally written
2. Recite nursery rhyme substituting a child's name for Jack
and offer various directions, eg. walk around, crawl under

EVALUATION ACTIVITY: Children have listened effectively if:
a-appropriate student responds to his name
b-appropriate action is performed.

SUMMARY: Pre K/K level activity involving a nursery rhyme. Other nursery rhymes may be used for the same purpose.

Kids love it!

LESSON PLANNING GUIDE

Susan Shatto Berkheimer
Teacher Specialist Primary Grades K-4

Group consists of 1 1st grader,
Grade Level
6 2nd graders and 1 3rd grader
Special Education
students

WARM UP

.What brief task can I use to give practice?

Word cards with across, around, over, past, through, in and under written on them were shown to the group of students. The students read the words and "acted out" the prepositions. The A-V cart was transformed into a beehive. Each student went under the beehive.

To demonstrate knowledge of the words presented.

To listen to "Rosie's Walk" and be able to sequence phrases in the order they appeared in the story

INTRODUCTORY ACTIVITY

.How will I explain or demonstrate what students should be able to do as a result of this lesson? Why should they do it?

I will read Rosie's Walk to the group of students. The students will be able to sequence the phrase cards in the correct order.

DEVELOPMENTAL ACTIVITIES (Teacher Directed)

.What sequence of activities will I use?

1. Use of word cards. 2. Read the book "Rosie's Walk". 3. Present phrase cards out of order for sequencing activity. 4. Present pictures from the story for retelling the story (rereading). 5. Retell the story in own words, then have each student retell the story in own words with emphasis on individuality in sentences and creativity in drawing pictures to enhance the story.

PRACTICE ACTIVITY (Teacher Guided)

.What will we do together to use the information or skill?
.How will I know that the students are ready for independent practice?

We will sequence the phrase cards, pictures, and be able to reread "Rosie's Walk" by Pat Hutchins. We will discuss the two main characters - the hen, and the fox and talk about character traits. The students will draw sequential pictures and retell the story in their own words.

INDEPENDENT ACTIVITY (Teacher Observed)

.What similar activities will I ask students to do on their own?

The students will be divided into pairs to work as pair-share partners. They will choose to be either the fox or the hen. They will retell the story to each other using dialogue.

ASSESSMENT ACTIVITY

.How will I know (what evidence) if the students accomplished the objective?

Each student will dictate the sentences for each page of the story to the teacher. The teacher will write the sentences. The student will then be the new author. The student will be able to read his/her version of the book

CLOSURE (Teacher Guided)

.What did we do?
.For tomorrow think about?

Today we identified prepositions across, around, over, past, through and under. We sequenced phrase cards after we had listened to the story "Rosie's Walk". We sequenced the story pictures and reread the story. We used pair share partners to retell the story. Tomorrow we will begin to make our own books. Think about what you will tell me to write in your books. You will be the author!

LESSON PLANNING GUIDE

Susan Shatto Berkheimer
Teacher Specialist for Primary Grades K-4.

4th grade boys
Grade Level
Special Education

WARM UP

.What brief task can I use to give practice?

I used Lesson #70 in Betty Lou Kratoville's book "Listen, My Children and You Shall Hear." I read, "The eye doctor looked at the boy's eyes very carefully. He decided the boy needed to wear glasses to see better." I then asked

STATEMENT OF OBJECTIVE the students (boys) to repeat the two sentences. This is the first level. The second and third levels were also used in the same manner.

.What do I want students to be able to do?

I want the boys to focus their attention on words and directions and be able to repeat them after hearing them only one time.

I want the boys to choose a partner. One partner is the reader. The other partner is the helper. I want them to be able to read a story cooperatively, and complete

INTRODUCTORY ACTIVITY

all written assignments related to the story.
.How will I explain or demonstrate what students should be able to do as a result of this lesson? Why should they do it? I will list the duties of the reader and the helper. They should work in pairs using cooperative learning techniques

The reader reads, points to each word as he reads and asks for help when needed. The helper listens to the reader, follows each word as it is read, gives help when it is asked of him, and answers the first two questions. Each reader reads one page. The first two questions are read by the helper, and answered by the

DEVELOPMENTAL ACTIVITIES

(Teacher Directed) helper. Then the partners reverse roles.
.What sequence of activities will I use?

1) I will read a focusing listening lesson. 2) I will ask the boys to choose partners for cooperative learning. 3) I will explain the duties of the reader and the helper. 4) I will be an encourager and helper for all groups, keeping all pairs on task. 5) I will ask the partners to review their responsibilities and ask for feedback.

PRACTICE ACTIVITY

(Teacher Guided)

.What will we do together to use the information or skill?
.How will I know that the students are ready for independent practice?

We will encourage, help, correct, praise, be willing to compromise, and learn that "Nothing is impossible, if you don't have to do all the work by yourself!" We will become familiar with the duties of the reader and helper and practice cooperative learning techniques to complete the assignment.

INDEPENDENT ACTIVITY

(Teacher Observed)

.What similar activities will I ask students to do on their own?

The students will learn what the reader and helper do and be willing to take either role. The students will read "Watch Out, Ronald Morgan" today. Tomorrow they will listen to each other as they tell which characters they liked in the story and why they liked them.

ASSESSMENT ACTIVITY

.How will I know (what evidence) if the students accomplished the objective?

The boys will choose partners, decide who is to be the reader and who is to be the helper. The students working in pairs will complete all reading, listening and written assignments related to the story.

CLOSURE

(Teacher Guided)
.What did we do?
.For tomorrow think about?

We listened to Listening Lesson #70. We repeated correctly all three levels. We learned the duties of reader and helper and used cooperative learning techniques to complete all reading, listening, and written assignments. Tomorrow we will read another story using new partners or the same partners. We will review the duties of the reader and the helper.

LESSON PLANNING GUIDE

Instructor: C.H. Swanson (Fairmont, WV) Grade level: K-12

OBJECTIVE(S):

The students will learn how to ask effective, non-repetitive questions.

MATERIALS:

The students will need blank, scratch paper and pencil/pen for sketching. The teacher will need a blackboard and chalk.

FOCUSING ACTIVITY:

"LOVING QUESTIONS" are defined as questions that do not ask the speaker to repeat any information previously given. The teacher can provide an example of an assignment after which the students ask for the various pieces of information given in the assignment.

INSTRUCTION IN LISTENING:

The teacher begins by warning the students that they must listen carefully to the assignment because the instructions will not be repeated. (This warning should be made and followed before all class assignments.)

PRACTICE ACTIVITY:

(1). The teacher says, "I am thinking of a picture made up of six lines and a circle. You are now to draw a picture of what I am thinking about." (The teacher should examine all the students' work and providing positive comments about that work.) (2). The teacher says, "You can ask 'loving questions' that can be answered 'yes' or 'no' in order to find out what you should be drawing. (3). The teacher should answer only those questions that do not require the repeating of information previously given. When a student asks for information already given by the teacher, that 'unloving question' should be identified playfully. When a student asks for information previously asked by another student, it helps if the teacher can direct the questioner to the student who has the information. (4). This process should continue until the students discover the answer.

EVALUATION ACTIVITY:

The students can discuss what kinds of questions worked, what kinds of problems they discovered in trying to ask effective questions, and what kinds of problems are involved in remembering what information has already been given.

SUMMARY:

Playing "TWENTY QUESTIONS" can be adapted to "LOVING QUESTIONS" in order to improve and reinforce the students' ability to ask effective questions.

[ANSWER -- Draw a six-line house with a sun over it.]

LESSON PLANNING GUIDE

Instructor: Dr. Tom E. Wirkus, Univ. of WI-La Crosse **Grade Level:** variable
[grades 4-12 with adaptations]

OBJECTIVE(S): (1) To develop discriminative and appreciative levels of listening;
(2) To discriminate by means of listening to various instruments
(percussion, in particular); (3) To assess students' ability to discriminate
sounds of a musical performance; (4) To enhance students' appreciation of
music and their level of awareness of percussive sounds.

MATERIALS: Basic percussion instruments (snare drum, cymbal(s), xylophone,
tambourine, etc.; recordings of these instruments [in place of the actual
instruments or as a supplement to them]; a quality audio-cassette recorder;
a recording of "Morning Dance" (Spyro Gyra); paper for recording the
instruments identified; and pictures of instruments (espec. for younger
students).

FOCUSING ACTIVITY:

The student will be able to identify and list instruments
[the number will depend upon the grade level and/or previous exposure to music
and to instruments + whether pictures are used (probably a necessity for
younger children).] The student will learn about the variety of percussion
instruments that may be used in a musical organization. This identification
will be accomplished, primarily, through listening to a tape/recording.

INSTRUCTION IN LISTENING: The teacher will lead a discussion of two purposes
in listening: to appreciate (enjoy) and to discriminate. Examples may be
drawn from daily experiences of identifying sounds or appreciating sounds.

Pictures of instruments and/or actual instruments could be shown and played.
Play the Spyro Gyra "Morning Dance" cut and have students record on paper all
of the instruments they heard [see attachment]. Discuss the lists. Play the
tape again and this time call out each instrument as it is heard (with younger
children, have them point to pictures of the instruments on a bulletinboard/
flannelboard/table).

[Obviously, other recordings of groups that feature a variety of percus-
sion instruments could be substituted for Spyro Gyra.]

PRACTICE ACTIVITY: Depending upon the age of the students, recordings ranging
from "Peter and the Wolf," "Tubby the Tuba," or "Weather Report" (h. s. students)
might be utilized. Other practice activities could be integrated with music
class (should there be one). If a listening/language lab is available,
students could use such a facility and be provided tapes for individual
practice.

EVALUATION ACTIVITY: Informal evaluation could be made on the basis of
calling out the names of instruments as they are heard. More formal evaluation
could involve another audio-stimulus activity in which students are quizzed.

SUMMARY: Students should be reminded to listen for the role that various
musical instruments play in a group. The teacher might allude again to
the greater appreciation that can come from a sharpened ability to discriminate
individual instrument sounds.

SPC 202--LISTENING

(Dr. Wirkus)

DISCRIMINATIVE/APPRECIATIVE LISTENING ACTIVITY

GROUP: Spyro Gyra

SELECTION/CUT: "Morning Dance"

INSTRUMENTS HEARD/IDENTIFIED:

- | | |
|-----|-----|
| 1. | 2. |
| 3. | 4. |
| 5. | 6. |
| 7. | 8. |
| 9. | 10. |
| 11. | 12. |
| 13. | 14. |
| 15. | 16. |
| 17. | 18. |

TOTAL NUMBER OF INSTRUMENTS IDENTIFIED: _____

NAME _____

DATE _____

[NOTE: My class members (university freshmen-juniors) were able to identify the following instruments on the "Morning Dance" cut:

alto saxophone, triangle, xylophone, keyboard/syntesizer, electric guitar, electric bass, bongos, tambourine, steel drums, claves, gourd, marimba, bass drum, flute, maracas, cymbals, finger cymbals, + what was thought to be a cabasa and melody bells.]

LESSON PLANNING GUIDE

Instructor: English or Speech

Grade Level: 9 through 12

OBJECTIVE(S): To illustrate the important role question-asking plays in the improvement of listening ability

MATERIALS: Assign four or five students to give short talks upon current topics or issues of their own choice during a forthcoming class period. (None of the talks should exceed five minutes in length.)

FOCUSING ACTIVITY: As the class starts, pass out five small pieces of blank paper to each student, and have each student write down the names of the five speakers, one name on each slip. After each talk, each student listener is to write on the matching slip of paper the most important question he can ask of the speaker just heard, and pass the slip along to the instructor.

INSTRUCTION IN LISTENING: At the end of the class period the instructor hands to each speaker the question slips relating to the talk given, and asks the speaker to reflect upon and grade the questions asked for and received. The grading plan to be used: "A" for the best single question, "A" for excellent questions, "B" for good questions, "C" for fair questions. At the next ensuing class period the instructor collects all grade slips, records them in the appropriate class record book, and as soon as possible returns the question slips and the ratings there-on to the listeners who had written the questions.

*Note: The question slips must be identified by code numbers understood by the instructor only. The speakers who grade the questions asked should not be able to identify the persons presenting them.

PRACTICE ACTIVITY: The routine followed could be practical at one or two with just one speaker (perhaps the instructor serving as speaker) before the exercise becomes a class-wide activity.

EVALUATION ACTIVITY: A "listening grade" should become a part of every final grade given in English or Speech classes. Sincere, non-imitating question-asking is the most productive and least-used of all educational devices.

SUMMARY: The device described will produce: 1) Better listeners, 2) Better speakers, 3) The basis for separating fact from opinion; testing evidence presented on the basis of recency, authoritative source, & freedom from prejudice, 4) Learning economy in many listening situations.

WARM UP

.What brief task can I use to give practice?

The instructor lists the five largest and the five smallest states in the U.S.A., & then asks the students to write a list of the smallest five.

STATEMENT OF OBJECTIVE

.What do I want students to be able to do?

To interpret and evaluate the aural messages they receive.

INTRODUCTORY ACTIVITY

.How will I explain or demonstrate what students should be able to do as a result of this lesson? Why should they do it?

Explain the difference between speech rate (Average about 135 words per minute) and thought rate (Average at least 700 or 800 words per minute), and the importance to capitalize upon this differential.

DEVELOPMENTAL ACTIVITIES (Teacher Directed)

.What sequence of activities will I use?

Explain several systems of note-taking, and how to choose the one best adapted to the presentation at hand.

PRACTICE ACTIVITY (Teacher Guided)

.What will we do together to use the information or skill?

.How will I know that the students are ready for independent practice?

Explain the importance of at least a quick mental review of what has been heard within the first 24 hours after hearing it.

INDEPENDENT ACTIVITY (Teacher Observed)

.What similar activities will I ask students to do on their own?

The listening instructor should analyze his or her own experiences & convictions, and rely upon their personal analysis.

ASSESSMENT ACTIVITY

.How will I know (what evidence) if the students accomplished the objective?

Select the best standardized listening test on the market, and adapt it for your own needs.

CLOSURE (Teacher Guided)

.What did we do?

.For tomorrow think about?

LESSON PLANNING GUIDE

Instructor: Carolyn Gwynn Coakley

Grade Level: Secondary and above

OBJECTIVE(S):

- To understand major purposes of communicating
- To identify a speaker's purpose(s) for speaking
- To identify a listener's purpose(s) for listening
- To make efforts to align (match) purpose(s) with the speaker
- To engage in listening skills appropriate to the listening purpose

MATERIALS:

- (1) Lecture/Discussion notes; (2) Role A card and Role B card; (3) Practice Activity sheet

FOCUSING ACTIVITY:

Two volunteers (A and B) are given roles to roleplay in front of the class. [A: You have just discussed college with your parent; you want to go to a college that is 1000 miles away and live in a dorm with your best friend (B); your parent wants you to go to a local college and live at home. Neither you nor your parent is willing to compromise. Angriily, you leave your house and go to B's home. You want to talk through your concern with your friend.] [B: You are A's best friend; you and A want to go away to college and share a dorm room. Your parents are supportive of your plans. A has just entered your home.] All other students are asked to listen to and observe carefully the role play. After the roleplay, students discuss: What was A's purpose for speaking? What was B's purpose for listening? Did their purposes match (that is, were their purposes aligned)?

INSTRUCTION IN LISTENING:

List, describe, and exemplify five major purposes for which speakers speak and listeners listen:

SPEAKER	LISTENER
1. To socialize	1. To socialize
2. To inform	2. To obtain information
3. To persuade	3. To evaluate
4. To talk through a concern	4. To serve as a "sounding board"
5. To entertain	5. To enjoy

[Notes re: speaker's purpose: 1. To establish social contact . . .to be friendly. . .to build relationships; often called "small talk" or "chit chat," it helps one to determine the other's present thoughts and feelings. 2. To share knowledge. 3. To reinforce or change attitudes and/or behaviors. 4. To unburden, "unload," "get something off one's chest"; the speaker needs to talk through his/her problem/concern and arrive at his/her own solution. 5. To bring pleasure or, often, just to get a laugh.]

(Continued on other side.)

[Notes re: listener's purpose: 1. Same as speaker's comments plus to reciprocate if so desired. 2. To comprehend/understand the speaker's message. 3. To comprehend the speaker's message and then critically judge the validity of the message as well as the credibility of the speaker. 4. To help the speaker clarify his/her thoughts and feelings by providing him/her with the opportunity to talk through a problem/concern and reach his/her own solution without advising, judging, focusing on self, discounting feelings, blaming, giving an unrelated response, or philosophizing; rather, probing and reflecting responses should be used. 5. To obtain pleasure.]]

[Notes re: aligning purposes: A listener must quickly detect the speaker's purpose, select the listening purpose that corresponds with the speaker's purpose so that the two purposes match/are aligned, and then engage in listening skills that are appropriate to the chosen listening purpose.]

Utilizing the knowledge gained, students are to refer back to and discuss again the FOCUSING ACTIVITY.

PRACTICE ACTIVITY:

The instructor selects two students to read aloud each of five dialogues. All students identify the purposes being exemplified and discuss the listening skills being demonstrated in each dialogue. Two sample dialogues between office co-workers Lisa and Steve are provided below:

Lisa: I wish you'd apply for the managerial position, Steve.

Steve: I'm still considering whether or not to apply.

Lisa: You'd be a great manager. You're knowledgeable about the whole division, you're organized, you care about people, you know how to motivate people, and you're a great listener.

Steve: Thanks, Lisa. I appreciate your confidence.

Lisa: You have more than my confidence. All of us think you'd be a very effective manager.

Steve: I'll let you know as soon as I've decided, okay?

Lisa: Okay. You really ought to apply. [TO PERSUADE/TO EVALUATE]

Lisa: Hi, Steve. How was your weekend?

Steve: Great! Sue and I went sailing on the bay on Saturday, and yesterday we went to the Italian Festival at the Inner Harbor.

Lisa: Did you have lots of good food at the festival?

Steve: Did we ever! The best was the sausage.

Lisa: Homemade?

Steve: Think so. The best I've ever had! [TO SOCIALIZE/TO SOCIALIZE]

EVALUATION ACTIVITY:

Students develop dialogues illustrating each of the five major communication purposes. The evaluation of the dialogues is based on (1) correctness of identified purpose, (2) alignment of purposes, and (3) appropriateness of listening skills practiced. [Dialogues may be roleplayed.]

SUMMARY:

Effective communication requires alignment of purposes among/between communicators.

LESSON PLANNING GUIDE

Instructor: Andrew D. Wolvin

Grade Level: Secondary/College

OBJECTIVE(S): To provide students with an introduction to the effects of sound decibel levels in the environment and to the need for control of sound levels in the environment.

MATERIALS: Reproduction of decibel level chart; Walkman

FOCUSING ACTIVITY: Bring to class a Walkman headset and turn up the volume to demonstrate how it can be (and is) played at a high decibel level. Open with this demonstration.

INSTRUCTION IN LISTENING: Conduct a class discussion on decibel levels as the measure of sound intensity and the need to be more sensitive to and to control sound levels in the environment. The decibel level chart in Wolvin and Coakley (LISTENING, Wm. C. Brown Co., 1988), p. 67, provides a good visual to use for this discussion. Research at the National Institutes of Health (cited in Wolvin and Coakley, p. 63) suggests that 16-17 million Americans suffer some degree of hearing loss--and the researchers have identified the Walkman headset as a major contributor to American hearing problems. Discuss the students' logs of sound levels and strategies for better controlling sound levels in the environment.

PRACTICE ACTIVITY: Have students keep a log of 1 hour, 1 morning, or 1 day of sounds in their environment and correlate those sounds to decibel levels detailed in the decibel level chart. The logs can be used as the basis for the class discussion on the need for control of sound levels.

EVALUATION ACTIVITY: Review the logs and evaluate how complete they are and how carefully the correlations to decibel levels appear to be. A good follow-up would be to re-open the discussion of control strategies a month or so later--to determine what students are/are not doing to control sound levels in their environment.

SUMMARY: This activity offers an effective way to sensitize students to greater control of sound levels and to be conscious of the effects of sound levels on the hearing mechanism.

LESSON PLANNING GUIDE

Instructor: Sheila C. Bentley

Grade Level: 7-12

OBJECTIVE(S): To improve skills in interpreting speakers' nonverbal messages, especially as they relate to the importance of the message and the speakers' feelings about the message.

MATERIALS: Video tapes or films of important political speeches, such as the State of the Union speech, political campaigns, or other significant speeches. These can also be nonpolitical and can even be taken from television sitcoms, dramas, etc.

FOCUSING ACTIVITY: View a video tape of a portion of a tv program (sitcom, drama, or even a commercial) with the sound turned down. Have students observe the nonverbal messages of the speakers and then jot down guesses about what the speakers were saying and the importance of their messages. (When was the speaker saying something important, and how could you tell?)

INSTRUCTION IN LISTENING: Inform students that in a spoken message, 65% of the meaning is expressed nonverbally. Explain and demonstrate to students that speakers often give valuable clues about their messages through their body language. Point out that speakers will typically use larger gestures, a louder voice, and more fluctuation in pitch and tone the more important they feel the message is or the stronger they feel about the topic. Speakers will also move around more and show stronger and more exaggerated facial expressions when the message is of greater importance. If listeners become skillful at recognizing these cues, they can become more effective at getting the important ideas from the speaker.

PRACTICE ACTIVITY: View a variety of speeches and programs on video tape with the sound turned down. Each time, have students record their guesses about what the speaker is talking about, how the speaker feels about the topic, and when the speaker is expressing an important point. Then replay the tape with the sound so that students can assess their answers.

EVALUATION ACTIVITY: Discuss student responses. What were the best cues (facial expressions, movements, gestures)? Compare responses, discussing any disagreements.

SUMMARY: Have students practice observing the nonverbal communication in a variety of other settings, each time guessing at the content and value of the message and the speaker's feelings. Verify their guesses whenever possible. Students could also keep a journal on this activity.

LESSON PLANNING GUIDE

Instructor: Sheila C. Bentley

Grade Level: 7-12

OBJECTIVES: To improve skill in recalling information given orally.

MATERIALS: Develop a variety of instructions, such as what something looks like, how to get somewhere, or how to do something.

FOCUSING ACTIVITY: Discuss with students situations in which someone gives them instructions which they must follow later, such as how to get to someone's house or where to find a certain location on campus. Explain to students that they can enhance their recall of instructions if they develop skill in imaging the instructions as they are being given.

INSTRUCTION IN LISTENING: Beginning with a short, simple set of instructions, have students listen to them and form a mental "motion picture" of what they will be doing as they follow the steps in the instructions. These beginning instructions can be for a simple series of activities that students can follow right in the classroom, such as: "Stand up, take three steps forward, turn to your left, and raise your right hand." Or the instructions might be how to draw or do something. Instruct students to visualize following the directions as you are giving them. When you are through with the instructions, then have students follow them. After they have followed them, review the directions so that students can verify that their actions were correct. Gradually keep expanding the directions, either adding steps or making the steps more complicated until students can no longer handle the number of steps you are giving them. Discuss ways that they could deal with instructions in which they get too many steps to use this technique. Also, try adding a delay between when you give the instructions and when they will follow the instructions. You can also have students be the ones to make up and give the instructions.

PRACTICE ACTIVITY: Students can repeat the same activity in pairs or in small groups taking turns being the instruction givers and the instruction followers. You can also experiment with homogeneous groups if some students seem to have difficulty with too many steps.

EVALUATION ACTIVITY: You can either observe students and provide feedback about how successful they are, or video tape the activity and let students see for themselves whether they were successful or not, or students can work in threes with one person serving as the observer to provide feedback to the person following the directions.

SUMMARY: Remind students that this might be a new skill that they will need to practice in order to improve their proficiency.

LESSON PLANNING GUIDE

Instructor: Sue Mitchell

Grade Level: Secondary

OBJECTIVE(S): To be able to remember and follow directions.

MATERIALS: The students will need a graph like the one I have enclosed.

FOCUSING ACTIVITY: Discuss the importance of following oral instructions at work and in the classroom. Following instructions can be difficult. Give an example of a situation like putting a swingset together and how difficult it can be following written instructions. Verbal instructions can be even more difficult and requires lots of concentration.

INSTRUCTION IN LISTENING: I will be giving you a set of ten verbal instructions. I will not repeat the instructions. Use your graph to complete the instructions. Do not write the instructions down but listen and follow the instructions as each one is given.

1. Write your name under the smallest number of the grid.
2. Draw a star on the number that is to the right of number eleven.
3. Draw ears on the first number in the third row.
4. Draw an ice cream cone to the right of number 4.
5. Draw a vertical line to the left side of the number that is to the right of number 6.
6. Draw an x below the last number on the grid.
7. Draw a triangle below the third number in the third row.
8. Draw a circle around the number that is to the left of number 15.
9. Draw a horizontal line through the second number in the second row.
10. Draw a star below the number that is to the left of number 11.

PRACTICE ACTIVITY: _____

EVALUATION ACTIVITY: Discuss why following the instructions was difficult. For example the terminology vertical or horizontal might have made it difficult. Also, words such as on, below, beside, and above may have made it difficult. The key is to listen as the instructions are being given and mentally repeat the instruction and/or visualize the completion of the instruction..

SUMMARY: This exercise can be adapted to any age level depending on the set of instructions used.

1	2	3	4
5	6	7	8
9	10	11	12
13	14	15	16

Lesson Planning Guide

Instructor: Mary Bozik,
University of Northern Iowa

Grade Level: High School

Just the Facts?

Objective: to help students distinguish between facts and opinions

Materials: a video or audio tape of the news

Focusing Activity: Define fact and opinion, explore the differences between them and discuss why these differences are important to listeners. Point out that when we listen to a fact we listen for accuracy and dubious facts can later be verified. When listening to opinions we need to remember the speaker is really saying, "To me..."

Instruction in Listening: Have students draw a line down the middle of a piece of paper making two columns. Label one half "Facts" and the other half "Opinions." Tell students to record the facts and opinions they hear while listening to three to four minutes of the news. Ask them which they expect to hear more of. Remind them of the key words to listen for -- value terms indicate opinions, data are usually facts, etc.

Practice Activity: After playing the tape ask students to share the facts and opinions they heard. They will be surprised at how few facts and how many opinions there are on the news. Discuss the impact this has and why this is so. Point out that "pure" facts are rare and often accompanied by opinions about the facts. Even statements that sound factual, "A large group attended the council meeting..." are opinions. The value term "large" being the key word. In contrast, the statement, "Three hundred people attended the council meeting" is a fact that can be verified.

Evaluation Activity: Students can be tested by labeling written or oral statements as facts or opinions. They can also be given topics and asked to generate fact and opinion statements about them. Students can be asked on an exam to explain the difference between facts and opinions and discuss why that difference is important to listening.

Summary: This activity uses an important and common listening situation to establish a basic competency that is essential for effective critical listening.

Instructor: Bob Bohlken, Ph.D.

Grade Level: Secondary

Objectives: To create an awareness of the influences of listener's purpose physical context, subject of the message, speaker's characteristic, listener's characteristics upon effective comprehensive listening.

Materials: Questionnaire below and pencil

Activity: Instructor begins by merely telling the students that to begin the study of listening for information and learning, they are to do a self-inventory. The instructor then reads the following questions which the students are to answer on a sheet of paper.

- 1) Remembering your past and present classes, write down the class in which you listened best in the instructor
- 2) Remembering that class, for what purpose did you listen? (instructor may suggest--to pass the tests, to impress the teacher, to increase understanding of subject, to verify or support your prior knowledge or . . .)
- 3) In the class you listened best, the subject matter was (interesting, familiar, personally relevant or dynamic)
- 4) In the class you listened best, the instructor's characteristic that influenced your listening most was (appearance, speech and voice, organization, interactive behavior)
- 5) In the class you listened best, how did you respond to the instructor? (ask questions, eye contact, take notes, facial expression and head movement, other)
- 6) In the class you listened best, where did you sit and at what time of day was the class?
- 7) Remembering your past and present classees, write down the class in which you listened most ineffectively
- 8) What personal characteristic of your own interfered with your listening? (tired, hungry, daydreaming, preoccupied, not interested in the subject)
- 9) For what purpose did you listen? (to pass a test, to get a grade, to impress the instructor, didn't have a purpose)
- 10) What classroom characteristics interfered most with your listening? (walls, chalkboard, temperature, outside noise, noise created by other students, other)
- 11) What characteristic of the instructor interfered most in your effective listening to the lectures? (appearance, speech rate/rhythm, voice, movements, language)
- 12) Of all the factors considered, which one factor do you think influences your listening most (the speaker, your own characteristics, the message, the physical setting)

Evaluation: This activity is to prescribe and forecast the elements of effective classroom listening behavior, indicate to the student, the listeners' responsibilities, and suggest to the instructor the variables which influence student listening to classroom lecture.

Follow-up student activity: Write a short composition describing the elements that are involved in classroom listening.

LESSON PLANNING GUIDE

Instructor: C.H. Swanson (Fairmont, WV) Grade level: 7-12

OBJECTIVE(S):

The students will investigate the role of nonverbals in the communication act.

MATERIALS:

(No materials or special equipment are needed; only sufficient floor space for the students to stand and move.)

FOCUSING ACTIVITY:

The teacher will explain the nature and operation of "learning games" or "simulations." LEARNING FROM EXPERIENCE differs from going through daily EVENTS in that the learner must examine and understand why a event happened the way it did. If the learner is really to learn from experience, that person (student) must contribute to the analysis of the event. The teacher cannot simply explain what was suppose to be learned.

INSTRUCTION IN LISTENING:

(The "instruction" for this inductively organized lesson will come from the students' discussion of their experience.)

PRACTICE ACTIVITY:

The students must be divided into pairs of individuals who do not have a previously established relationship (either by their own choice or by the teacher scrambling the group). When all the students have been paired (the teacher may have to partner with a left-over student), the goal of "getting acquainted" is defined by the teacher. Next, the teacher announces that he/she will start and stop the activity. At that point, the teacher "adds" (as an after-thought) that all partners must get acquainted while standing back-to-back. Immediately, the teacher should call "Begin" to all students. After two or three minutes, the teacher should call "Stop" to the activity. The students are directed to sit down for a discussion to learn about communication.

EVALUATION ACTIVITY:

The teacher will ask (but not answer) the learning questions for this experience. After asserting that learners cannot be penalized for breaking "rules" in a LEARNING GAME, the teacher asks how many people broke a rule. (The students may need to be reminded that the only rule was that they must get acquainted back-to-back.) Discuss how and why most of the participants "had" to break the back-to-back rule. After analyzing how and why the back-to-back rule was broken, the students must discuss what was learned about communication, speaking and listening.

SUMMARY:

This exercise can be the basis for further examination of the role of nonverbals in listening.

STEIL'S LAW OF LISTENING

Lyman K. Steil (the "Ambassador of Listening") proposed a "law of listening" which was

$$L = (W + A)^2$$

The elements in the formula of Steil's law of listening are:

L = listen

W = willingness

A = ability

2
= effort

This formula translates to mean that

Listening is _____

DIRECTIONS

After studying the figure below, describe what happens to listening when each of the two characteristics in Steil's law of listening interact.

	<u>Not Willing</u>	<u>Willing</u>
<u>Not Able</u>	#1	#2
<u>Able</u>	#3	#4

When a person is:

#1. not willing and not able to listen, what happens will be _____.

#2. willing, but not able, to listen, what happens will be _____.

#3. not willing, but able, to listen what happens will be _____.

#4. willing and able to listen, what happens will be _____.

REMEMBERING NAMES

Harvey Weiss, President, Lend Me Your Ear, Minneapolis, Minnesota

OBJECTIVES

To improve one's memory for names

TIME REQUIRED

Approximately 30-40 minutes

GROUP SIZE

Entire group

DESCRIPTION

This activity demonstrates how engaging in effective listening behaviors assists one in remembering names.

PROCESS

The facilitator gives each participant five tabs of paper. If participants do not know one another, each lists his/her name and address on each tab; if participants do know one another, each is given--by the facilitator--a name and address which is listed on each of the five tabs. (The facilitator can get from any directory source the names and addresses that participants who know one another are to assume during the activity.)

Participants are to meet five different people. They are to introduce themselves to each other in a formal manner, such as "How do you do? [Shake hands.] My name is _____, and my address is _____" (or whatever manner of introducing is comfortable for them). They may repeat their names and addresses as many times as time allows, but they are to move on swiftly to others. It is important, too, that each participant speak clearly, concisely, and loudly. Participants' recall task is to remember the five names and addresses exactly as they hear them.

When each participant has met five new people, each is to sit down and write the names and addresses of the five people on the bottom of a distributed handout that includes directions for this activity and the following:

Your real name:

Your assumed (or real) name and address used in this activity:

Names and addresses of people whom you have met:

- 1.
- 2.
- 3.
- 4.
- 5.

After completing the above requested information, each participant goes to each person whom he/she had met and collects a tab that has the person's correct name and address on it. Each participant then checks his/her responses for accuracy and corrects his/her list by taping the corresponding name tabs to the bottom of the handout described above.