Objectives
Students will
• Practice listening skills for effective communication
• Explain the need of self-confidence and self-respect
• Practice listening skills for effective communication
• Demonstrate skills for building relationships based on mutual respect, trust and caring
• Identify the role of feelings and attitudes in behavior

Materials
• Tape recorder, pencils, blank paper
• Blank paper, pencils, 2 different sets of various designs (star, hexagon, clover, etc.)
• Question box

Activities
1. Listening to others is something done everyday but it is a very complicated skill. Demonstrate some results of poor listening with a form of “telephone”. Choose 5 or 6 students to participate. Have all but 1 of these students leave the room. Read the following story to this student. (You might want to tape record it as well.) Ask one of the students outside to return and have student #1 repeat the story to him. This process continues until all the students have returned to the room and received the message. The last student writes the message on the board. Now read the original story or play the recording.
2. Compare the two stories.
   There was a little dog that liked to play in his front yard. He would toss his ball around and chew his bone and run in circles chasing his tail. One afternoon when he was playing, he spied a rabbit in the yard across the street. He dashed after it. A red Corvette with an old couple in it was driving down the street at the time. The woman had to turn the car very fast to miss hitting the little dog. She ran the car up on the sidewalk and hit a tree. The fender was dented and the tire blew out.
   A. Don’t interrupt
   B. Look at the speaker
   C. Ask questions to clarify
   D. Summarize what was said
   E. Watch body language
   F. Recognize the speaker’s feelings
4. Divide class into partners. Person #1 will speak first and person #2 will listen.
5. Choose one of the following topics
A. My best day ever
B. My favorite activity
C. My favorite family tradition
D. Student #1 will tell student #2 about the above topic while #2 practices the listening skills. Switch and have #2 talk and #1 listen. Discuss how the speaker felt about having an active listener.

6. Have students pair off and sit back to back
   A. One has paper and pencil
   B. The other student is given paper with a design on it
   C. Rules of activity: only the student with the design may speak and should describe the design as clearly as possible without identifying or labeling (do not say, “draw a star”). Other student must draw the same design but may not ask questions. Neither student may look at the other’s drawing. Allow about 10 minutes.

7. After allotted time, have students compare designs
   A. Why are drawings not exactly alike?
   B. List responses
   C. Identify and list principles of communication
      1. Verbal – nonverbal
      2. Expressive – responsive
      3. Need for questioning to clarify meaning
   D. Discuss how each student felt during the activity. Did the rules affect how they felt?
   E. Consider and discuss the following
      State feelings
      Understand how others may have felt
      Understand meaning behind words
      Being assertive
      Expressing needs and wants clearly to others
      Letting others know he/she was heard

8. Choose a different partner and different design. Repeat first activity. This time questions may be asked and answered (approximately 5 minutes)
   A. Share results and discuss. Is this reproduction closer to original? Why?
   B. Ask questions, get feedback
   C. Directions are clarified
   D. Express feelings (Was activity more or less frustrating than the first activity? Why?)
   E. Discuss how this lesson could help in communicating with parents and peers
   F. Practice identifying needs
   G. Practice expressing needs clearly
   H. Practice listening carefully

9. Exceptional Education Inclusion Activity
   A. Role-play situations where someone is breaking one of the principles of effective listening. Have the students tell what the listener is doing wrong
   B. Group student with non-disabled peer
   C. Watch a video with sound and see if the students can determine wants and feelings through body language
D. Provide a guided note-taking sheet to help students key in on the important topic in the class discussions