Lesson Plan

Demonstrating Listening and Speaking Skills

Hearing vs. Listening

Objective: Students will differentiate between *hearing* and *listening* and will participate in an exercise that emphasizes the importance of giving clear and concise directions as well as listening actively and following directions.

Workplace Readiness Skill: **Demonstrate listening and speaking skills.**

Demonstration includes

- *defining **nonverbal cues***
- *employing active listening techniques (e.g., asking clarifying questions, paraphrasing what was said)*
- *exhibiting public speaking skills (e.g., making presentations)*
- *articulating ideas in a manner appropriate to the setting and audience (e.g., considering the chosen communication method and audience's level of knowledge).*

Correlations to Other Workplace Readiness Skills:

- Demonstrate work ethic.
- Demonstrate conflict-resolution skills.
- Demonstrate big-picture thinking.
- Demonstrate career- and life-management skills.
- Demonstrate professionalism.

Correlations to the Virginia Standards of Learning (SOL):

- English: 6.RV, 6.C, 6.LU, 6.W, 7.RV, 7.C, 7.LU, 7.W, 8.RV, 8.C, 8.LU, 8.W, 9.RV, 9.C, 9.LU, 9.W, 10.RV, 10.C, 10.LU, 10.W, 11.RV, 11.C, 11.LU, 11.W, 12.RV, 12.C, 12.LU, 12.W

Instructional Steps:

1. ***Display or distribute Handout #1: Venn Diagram.*** Ask students what, if anything, is the difference between hearing and listening. Answers and examples should address the fact that hearing is passive while listening is active, and that listening involves hearing as well as thinking about what is heard. Ask students what behaviors demonstrate listening (e.g., eye contact, full attention/not multi-tasking, nodding, or asking clarifying questions).

2. ***After giving each student one sheet of paper (8.5x11 will work fine), offer the following directions, pausing after each instruction to give students time to comply.*** (Let students know that there is no peeking and they cannot ask any questions.)
    a. Pick up your sheet of paper and hold it in front of you.
    b. **Close your eyes** and listen carefully to my directions.

c. Fold your sheet of paper in half.
d. Tear off the upper right-hand corner.
e. Fold the paper in half again and tear off the upper left-hand corner.
f. Fold the paper in half again.
g. Tear off the lower right-hand corner.

3. ***Once the folding/tearing activity is over, ask students to open their eyes and compare papers.*** Do they look alike? Did every student follow all the steps given? Were students tempted to ask clarifying questions? Ask students for their feedback on your instructions (there will probably be some critiquing and pointing out things such as, "Which way were we supposed to be holding our papers in the first place?" Discuss the need for people to receive information in a variety of ways to be successful. Discuss the importance of listening actively, asking questions, and communicating clearly and specifically (especially when giving directions for others to follow).

4. ***Ask students to respond to the following journal prompt:*** Give an example of a time when you really thought you knew what you were supposed to do but did not. What happened?

5. ***Share student experiences and conclude by making a list of effective strategies for giving and receiving instructions.***

Formative Assessment**:**

- Assess student understanding and participation as demonstrated in the class and small group discussions.
- Evaluate student understanding of concepts within the lesson as demonstrated in the journal response.

Options for Adaptation/Differentiation:

- To modify the length and difficulty of this lesson, the Venn diagram can be completed as a class. The journaling activity can be completed as part of a whole-class or small-group discussion.
- To extend this activity and provide further enrichment, ask students to re-write the instructions given in step #2 and re-do the folding and tearing activity in small groups. Did the changes that students made to the instructions make them clearer and easier to follow?

Suggestions for Follow-up:

- Ask each student to interview a professional (e.g., a teacher, coach, employer, relative, or friend) about the importance of clear communication in the workplace, then discuss the interviews in class. What themes were evident across the interviews?

Teacher Resources:

- 3 Tips for Teaching Speaking and Listening Skills, Association for Middle Level Education (AMLE)
- Speaking to an Audience, MindTools

Handout #1:

Venn Diagram

HEARING **LISTENING**

