

PREPARATION AND PLANNING**GRADE 3***Relationship-building Solutions***LESSON****1****Listening with a Purpose****Theme - Communication****LINKS TO CURRICULUM**

- Learning Skills: class participation, co-operation with others
- Oral communication
- Literacy and Language Development

Relationship Skill Outcomes:

Students learn to:

- demonstrate a listening body
- describe how to actively listen

Assessment Criteria:

Are students able to:

- demonstrate a listening body and describe how to actively listen by looking at the speaker, putting hands in lap, crossing feet and focus their thinking on the speaker?

**RESOURCES NEEDED**

- ✓ Listening Bodies poster
- ✓ Who Wins The Race handout and instructions

**PREPARATION REQUIRED**

- ✓ Copy of Who Wins The Race activity sheet for each student
- ✓ Poster - Copy of Listening Bodies for each student

THE CLASSROOM EXPERIENCE**GRADE 3****Relationship-building Solutions****LESSON****1****Listening with a Purpose**

Theme - Communication

REVIEW / INSTRUCT**POSSIBLE STUDENT ANSWERS****Referring to poster titled Listening Bodies**

What does listening body mean?

Let's get our bodies ready for listening. Show me your best listening body.

How do you know if your body is ready for listening?

The first way I know that your listening body is ready is that you are looking at the speaker. Why is it important to look at someone when they are speaking?

The second way I know that your listening body is ready is that is you are in control of your body. Your hands are in your lap, and your feet crossed under you.

Why is it important to be in control of your body?

The last way I know that your listening body is ready is that you are listening and thinking. When we are listening and thinking, what are we thinking about?

Emphasize that we have a responsibility to not only look like we're listening, but we are actively a part of the job of listening and thinking. For example, if I was talking about cars, what should you be thinking about?

If I was talking about ice-cream, what should you be thinking about?

If your teacher was talking about math what should you be thinking about?

Whose responsibility is it to be listening and thinking?

Yes, it's your responsibility to be on the same road as everyone else.

If you find yourself getting off track and being distracted in your thinking, what is your responsibility?

Focussed thinking, hands in lap, etc.

Holding something; pointing to something; read my body language

Because people might be walking past and you might get stepped on; if you're touching other people, it makes it hard for them to pay attention to the speaker
What the speaker is saying

Cars

Ice-cream

Math

Ours

Focus my listening and thinking; get myself back on track

PRACTICE**POSSIBLE STUDENT ANSWERS**

We are going to practice our listening skills with an activity called Who wins the race (Refer to Resources for Instructions)

| | |
|--|--|
| <p>Children are given clues and at the end of the activity, they find the winning animal.</p> <p>If they found the winner, positive reinforcement for being good listeners follows.</p> <p>If they didn't find the winning animal, explore as a class why that might have happened, and what strategies might have helped?</p> <p>Review the three characteristics of a listening body.</p> <p><i>Listening is something you have to engage in to get the end result; listening means participating. How do you feel when someone listens to you?</i></p> <p><i>How do you feel when someone doesn't listen to you?</i></p> <p><i>So listening to someone else makes them feel valued and important, and when someone listens to us, we feel special and important. Since we are all valuable and special, it is important that we listen to each other.</i></p> | <p><i>Winner is the horse</i></p> <p>Important, heard, respected, like what I am saying matters</p> <p>They don't care what I'm saying; you're not interesting; I feel angry when my Dad watches TV and doesn't listen to me; I feel hurt when the teacher continues to write and doesn't listen to me, it makes me feel they don't care</p> |
|--|--|

ASSESS AND REFLECT

- Are students able to demonstrate a listening body?
- Are students able to describe why listening is important?

FOLLOW-UP ACTIVITIES FOR THE CLASSROOM TEACHER

- Encourage using the Listening Bodies clue words

FOLLOW-UP ACTIVITIES FOR THE PARENTS / GUARDIANS

- Send home Listening Bodies Poster with discussion questions on the back

Who Is the Winner of the Race?

Questions for Teacher

Instructions:

- Hand out the page that has the various animals on it.
- Explain to the students that this is a listening activity, where they must eliminate one animal, each time a question or statement is read.
- By the end of the activity, they will have one animal left. That will be the winner of the race.
- Review with students what listening looks like and their responsibilities when being a good listener.

1. This animal is used like an alarm clock for some people.

2. You won't find these animals around anymore.

3. This animal enjoys hanging out at night.

4. In real life, this animal is black and white.

5. This is the largest animal in the world.

6. This animal is the only one wearing clothing.

7. This is the only animal with wings.

8. This one is slimy and comes out after a rain storm.

9. This animal is the brother to the animal with the clothing?

10. This one carries his home on his back.

11. This animal has very large horns.

- **Who is the winner of the race?**

Who Is the Winner of the Race?

