

D21-L2

Developing Listening Skills		Core Competency:D21	Level 2, Intermediate
Comprehend verbal communications			
Time to complete: 180 minutes			
Objectives	Upon completion of this lesson students will be able to: <ol style="list-style-type: none"> 1. Comprehend verbal communications. 2. Demonstrate listening skills which will result in gaining a clear understanding of information being conveyed. 		
Cross Competencies	C18 Follow directions C19 Practice effective human relations D24 Communicate verbally H 65 Demonstrate listening skills which will result in gaining a clear understanding of information being conveyed		
Core Standards	Career and Vocational/Technical Education: Content Standards 2 and 3 Workplace Competencies: Content Standards 2, 3 and 5		
Resources			
Materials in Lesson Plan	Other Supplies Required	Supplemental Resources	
<ul style="list-style-type: none"> • D21L2ACT1 What's in the Bag • D21L2ACT2 Rate Your Listening Skills • D21L2ACT3 Basket Ball • D21L2ACT4 Blind Walk • D21L2HO1 The Art of Communicating 		<ul style="list-style-type: none"> • For addition trust activities go to http://wilderdom.com/games/TrustActivities.html 	

MCA	Portfolio Project	Guest Speakers	Program of Work
Civic Engagement	Indian Education for All	Career Pathways	Competitive Events
			Employment Preparation

Suggested Instructional Approach		Notes
Introduction	<p>Many of the problems that occur on the job are the result of poor communication. Oral communication is defined as the exchange of an idea, thought, or feeling between one person or group and another person or group. Effective communication is a two-way process; the listener needs to listen to the other person and provide feedback. At other times we must convey information and ensure that the message is clearly understood. This is true when communicating with coworkers, supervisors and in serving the public.</p> <p>Students entering the workforce need to know that very few of us will work by ourselves. More and more work involves listening to supervisors, co-workers, customers and others in order to complete our job tasks. High school seniors, especially, need to know the value of two-way communication, active listening skills, and the importance of giving constructive feedback.</p> <p>Sometimes we think we are listening when we really are not. Active listening is a skill which we can acquire.</p>	
Preparation	<ul style="list-style-type: none"> • Make copies of student handouts. • Internet access or local newspapers. • If you will be doing supplemental activities, make copies or arrange for the resource as needed. 	
	<ol style="list-style-type: none"> 1. Start this lesson by implementing the activity <u>D21L2ACT1 What's in the Bag</u>. This will kick off the importance of communication. This activity progresses throughout the lesson. 2. Begin this unit by having students evaluate their listening skills. You can use <u>D21L2ACT2 Rate Your Listening Skills</u> by handing it out and having students complete the questions or orally administering the questions. Note that the answers are at the bottom of the page, so if you hand it out cover them when copying. 3. Follow up with discussion by handing out <u>D21L2HO1 The Art of Communicating</u>. Review the acronym SLANT introduced in level 1. Discuss with the class the importance of two-way communication, active listening skills and constructive feedback. 4. Conclude the lesson with the following activities to allow the students to practice their communication skills: <u>D21L2ACT3 Basket Ball</u> and <u>D21L2ACT4 Blind Walk</u>. 	



Assessment	Completion of all the activities.	
Supplemental Activities	<ul style="list-style-type: none"> • Attend a speech by a political candidate, someone in public office, or a citizen on a controversial subject and summarize the speech. Have several/all students attend and compare notes. Discuss the speech in class. Did students hear the same things? Different things? Why? • Play Twenty Questions with Job Titles. Make up 3" x 5" job cards. The cards should list the job title and a brief summary of job duties--enough information for students to identify the job title. Give each student one card and tell them to keep the information secret. Each student will take turns being "it" while the rest of the class tries to guess that student's job title. The student who is "it" may respond to questions, including nonverbal communication. • Abbot and Costello. Listen to their famous routine of "Who's on First" and discuss how the communication went awry. If you can't find the audio tape, have a couple of students role play this routine. This routine is available on the Internet through "Abbot and Costello, Who's On First." 	<ul style="list-style-type: none"> • You will find "Who's on First" on YouTube.