

# LISTEN CLOSELY!



**COMPETENCY  
CATEGORY:** Work Place

**COMPETENCY  
NUMBER:** H.65

**COMPETENCY:** Demonstrate listening skills that will result in gaining a clear understanding of information being covered.

**OBJECTIVE:** Upon completion of this module, students will be able to demonstrate listening skills that will result in gaining a clear understanding of information being covered.



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## INTRODUCTION

- State module topic and review module objective
  1. Listening is perhaps the most challenging of the communication skills—and the most frequently ignored one.
  2. As a communicator, your effectiveness can be hampered or improved by how poorly or how well you listen to others.
  3. Effective listening encourages clear and open communication between people. And through effective listening, you are able to more accurately understand and clarify others' intentions.
  4. Listening is one skill that, through practice, can be improved upon and strengthened.

## Administer Pre-Assessment

## OUTLINE

- A. Why focus on listening skills?
1. Many people assume they are good listeners, but few actually are.
  2. The average person spends about three-quarters of each day in verbal communications. Nearly half of that is spent on listening.
  3. Incredibly, on the average, people are only about 25 percent effective as listeners.
  4. Most people are more concerned with developing their speaking skills than their listening skills.
  5. One bad listener in a group can cause much more damage than a number of good listeners can correct.

6. With the proper motivation and skills, you can become a much better listener.
7. In order to do this effectively, you must first understand the barriers to effective listening.

<b>COMPLETE LEARNING ACTIVITY H.65-1</b> <b>“LISTENING QUIZ”</b>
---------------------------------------------------------------------

**B. The benefits of listening**

1. Skill in listening improves your self-confidence.
2. People like you when you listen to them.
3. Good listeners are usually more efficient in completing their work.
4. Careful listening helps to settle disagreements before they escalate.
5. Intelligent responses are easier when you listen.
6. Fewer decisions are made by “shooting from the hip” than by listening to the opinions of others.
7. Learning to listen to clients helps you respond more quickly to their needs.
8. Good listeners are not often embarrassed by unnecessary mistakes.
9. Good listeners know how to control distractions by eliminating or ignoring them.

<b>COMPLETE LEARNING ACTIVITY H.65-2</b> <b>“LISTEN TO THE SILENCE”</b>
----------------------------------------------------------------------------

**C. Effective listening increases your:**

1. Ability to help others, because you'll hear more, empathize more, and come to understand others more deeply
2. Social acceptance and popularity, because people come to like those who are attentive and supportive
3. Knowledge of others, the world, and yourself, because you will profit from the insights, experiences, and perceptions of others who have learned or seen what you have not
4. Ability to avoid problems and difficulties, because you will hear and be able to respond to warnings or impending problems before they develop or before they escalate and become impossible to control
5. Power and influence, because people are more likely to respect and follow those whom they feel have listened to them and understand them
6. Ability to make more reasoned and more reasonable decisions, because you'll acquire more information relevant to decisions you'll be called upon to make in business or in your personal life

(Source: *Human Communication: The Basic Course*)

#### D. Barriers to effective listening

1. In today's society, there are many barriers to listening.
2. Some are obvious, some are more subtle.
3. If you are not aware that these barriers exist, you do not have much chance of dealing with and overcoming them to become a better listener.
4. The most common barriers to effective listening include the following:

- a. Allowing your attitude about the speaker to influence what you hear
- b. Allowing your beliefs and attitudes toward the topic to interfere with your listening
- c. Getting emotionally upset over something that is said, or allowing your feelings to affect your listening in a negative way
- d. Hearing what you expect to hear rather than listening to what is being said
- e. Listening only for literal meanings rather than hidden or underlying meanings. What is said is not always what is meant.
- f. Focusing only on the delivery and nonverbal communication of the speaker
- g. Listening only for the facts can be dangerous because often the feelings of the speaker are as important as the facts.
- h. Being so concerned about your own performance (what you will say and how you will say it) that you miss part of what the speaker is saying. A common problem in listening is thinking of how you might respond to the person talking.
- i. Letting the speaker do all the work, rather than listening actively. If the listeners don't work at listening, they aren't fully engaged in the communication, and may miss an important piece of information.

E. Characteristics of effective and ineffective listeners

1. In 1948 Ralph Nichols, the “father of listening” identified the attributes of effective and ineffective listeners.

2. Effective listeners are:

- a. Alert
- b. Interested
- c. Responsive
- d. Attending
- e. Non-distracted
- f. Understanding
- g. Caring
- h. Cautious
- i. Non-interrupting
- j. Empathetic
- k. Patient
- l. Non-emotional

3. Ineffective listeners are:

- a. Apathetic
- b. Inattentive
- c. Defensive
- d. Disinterested
- e. Distracted
- f. Impatient
- g. Emotional
- h. Self-centered
- i. Quick to judge
- j. Uncaring
- k. Insensitive

F. Listening efficiency

- 1. You may think you are able to listen efficiently to others. How much the average listener comprehends, however, may surprise you.
- 2. The consensus among researchers is that:
  - a. Immediately following a conversation the average listener has comprehended approximately 50 percent of what he or she heard.



- b. Within 48 hours, the comprehension level has dropped to 25 percent or less.
- 3. Being able to listen efficiently and effectively is basic to your ability to communicate with others.
- 4. While you are formally taught in school how to read, write, and speak, listening is a skill that you usually acquire informally.

**COMPLETE LEARNING ACTIVITY H.65-3**  
**“ARE YOU A GOOD LISTENER?”**

G. Three levels of listening

- 1. Level 1: Empathetic listening
  - a. Listeners refrain from judging the talker.
  - b. They place themselves in the other’s position, attempting to see things from his or her point of view.
  - c. They pay attention to the speaker’s total communication, including body language.
  - d. They are empathetic to the speaker’s feelings and thoughts.
  - e. Empathetic listening requires that the listener show both verbally and nonverbally that he or she is truly listening.
  - f. The overall focus is to listen from the heart, which opens the doorway to understanding, caring, and empathy.
- 2. Level 2:
  - a. Listeners hear words, but are not really listening.
  - b. People stay at the surface of the communication and do not understand the deeper meanings of what is being said.

- c. They try to hear what the speaker is saying but make little effort to understand the speaker's intent.
  - d. Listeners tend to listen logically, being concerned about content more than feeling.
  - e. They remain emotionally detached from the conversation.
  - f. Level 2 listening can lead to dangerous misunderstandings because the listener is concentrating only slightly on what is said.
3. Level 3: Listening in spurts
- a. Listeners tune in and tune out, being somewhat aware of others, but mainly paying attention to themselves.
  - b. They follow the discussion only enough to get a chance to talk.
  - c. Level 3 listening is quiet, passive listening without responding.
  - d. Often a person listening at this level is faking attention while thinking about unrelated matters, making judgments, or preparing what he or she wants to say next.
  - e. The listener may display a blank stare and is more interested in talking than listening.
4. Most of us listen at all three levels during the course of a day.
5. However, the goal is to listen at level 1 in all situations.

**COMPLETE LEARNING ACTIVITY H.65-4**  
**“WHO DO YOU KNOW...AND HOW DO THEY LISTEN?”**

H. Attributes of an effective listener

1. Tests conducted at the University of Minnesota identified several common attributes of effective listeners.
2. Good listeners looked for an area of interest in the speaker's message; they viewed it as an opportunity to gather new and useful information.
3. Effective listeners were aware of their personal biases and were better able to avoid making automatic judgments about the speaker and to avoid being influenced by emotion-charged words.
4. They also tended to listen to ideas, rather than specific facts in a message.
5. Another research study identified the following characteristics of ideal listeners:
  - a. They keep an open, curious mind.
  - b. They listen for new ideas everywhere, integrating what they listen to with what they already know.
  - c. They are aware and thus listen to others with their total being.
  - d. They listen from the heart to help stay nonjudgmental.
  - e. They are not willing to blindly follow the crowd.
  - f. They focus on what is occurring.
  - g. They look for ideas, organization, and new ways of doing things

I. Techniques for effective communication

1. People are often not aware of their listening habits and haven't been taught to listen or talk in ways that help people listen more effectively.

2. The key to successful communication is whether or not our message has been understood and accepted by the listener in the same terms as we intended it.
3. The following are guidelines for talkers to be more effective in getting others to listen to them:
  - a. Use feedback. One way to make sure your message is getting through is to ask for feedback from the other person. In order to make sure your message go through the way you intended, ask:
    1. Did you understand the content and intention of what I just said?
    2. Do you agree with me?
    3. Do you want to add anything?
  - b. Be sensitive to the receiver
    1. Try to pay attention to the receiver's behavior.
    2. Does the receiver make eye contact?
  - c. Use simple language
    1. One of the biggest barriers to successful communication can be the use of jargon in our every-day conversations.
    2. To overcome this tendency and open up communication, try to use basic common language that most people do understand.
  - d. Use repetition
    1. While repetitions can be annoying, by using them your message does have a better chance of getting through.

2. It is best to repeat yourself until the other person acknowledges the message.

**COMPLETE LEARNING ACTIVITY H.65-5**  
**“TALK SHOW LESSONS”**

M. Four key elements of listening: how to be a good listener

1. Hear the message—listen to both verbal and nonverbal information
2. Interpret the message—a good interpretation is a match-up of meaning between the speaker and the listener
3. Evaluate the message—the listener’s opinion should be based on all available information. Ask questions.
4. Respond to the message—good listening means giving the speaker an appropriate response, verbally and/or nonverbally

N. Non-verbal communication

1. Non-verbal communication provides powerful cues that will help the listener understand the full message.
2. It will reveal things about the speaker that the voice will not.
3. As valuable as the content may be, learn to tune into the feelings of the sender.
4. Often feelings are a more accurate clue to the speaker’s meaning than the words he/she chooses.
5. Your physical position during communications tells the other person just how involved and interested you really are.
6. In addition, your movement during the conversation shows interest or disinterest in what the person has to say.
7. To improve nonverbal behavior.

- a. Maintain a relaxed yet alert posture.
- b. Be actively involved in the conversation.
- c. Minimize distracting gestures.
- d. Maintain effective eye contact (not staring, not looking away constantly).
- e. Acknowledge the other person nonverbally (head nods, smiles, etc.).
- f. Face the other person squarely instead of turning your head to the side to look at him or her.
- g. Maintain an open position (relaxed versus rigid placement of arms, hands, and head).
- h. Lean slightly towards the person instead of sitting stiffly upright or slouching back in your chair.
- i. Use gestures (especially when responding) but avoid dramatic hand waving, playing with pencils, or jabbing your finger at the person.
- j. Nod your head or smile.

O. Commandments of “power listening”

- 1. Rules for being a good listener involve courtesy and common sense.
- 2. Some of the rules may seem obvious or trivial, but it is amazing how many people forget them.
- 3. Often, you don’t mean to be rude, but your enthusiasm for a subject and your own desire to hear yourself talk make you forget courtesy.

4. Other times you are so intent with your own point of view that you forget to listen to what is being said; you just plain stop listening!
5. When conversing with another person, you must therefore be aware of and practice the following rules:
  - a. Remember that it is impossible to listen and talk at the same time.
    1. This most basic rule of effective listening is broken most often.
    2. People, anxious to add their own views to the conversation, try to interject comments while another person is still speaking.
    3. They wait for a pause in the conversation and “rapid fire” their comments at the other person.
    4. A good listener relaxes and does not give the impression of wanting to jump right in and talk.
  - b. Listen for the speaker’s main ideas.
    1. Specific facts are only important as they pertain to the main theme.
    2. They can cause misinterpretation if taken out of context.
    3. Take care, however, to review carefully, and don’t assume something that hasn’t been stated.
  - c. Fight off distractions
    1. Train yourself to listen carefully to the speaker’s words, despite external distractions.

2. Focus attention solely on the words, ideas, feelings, and underlying intent of the speaker.
  3. Through practice, you can improve your power of concentration, so that you can block out all the external and internal distractions and attend totally to the speaker.
- d. Try not to get angry
1. Emotions of any kind hinder the listening process, but anger in particular is detrimental to message reception.
  2. A good listener will put aside emotions and try to understand the speaker without making value judgments.
- e. Withhold judgment
1. Judge the value of the message, not the speaker's delivery ability.
  2. Don't make hasty judgments
- f. React to the message, not the person
1. Don't allow your mental impression of the speaker to influence your interpretation of the message.
  2. Good thoughts, ideas, and arguments can come from people you don't like.
- g. Try to appreciate the emotion behind the speaker's words (vocal and visual messages) more than the literal meaning of the words.
1. Try always to ask yourself the following four questions when another person is speaking:



- a. What are the other person's feelings?
  - b. What does he/she mean by what he/she is saying?
  - c. Why is he/she saying this?
  - d. What is implied by what he/she says?
- h. Use feedback
- 1. Constantly try to check your understanding of what you hear.
  - 2. Do not only hear what you want to hear.
  - 3. In addition, consistently check to see if the other person wants to comment or respond to what you have previously said.
- i. Relax
- 1. When another person is speaking to you, try to put him/her at ease by creating a relaxed, accepting environment.
  - 2. Try not to give the speaker the impression you want to jump right in and speak.
  - 3. Be attentive, lean slightly forward, assume an interested facial expression-act like a good listener.
- j. Try not to be critical, either mentally or verbally, of someone else's point of view, even if it is different from your own.
- 1. Hold your temper and your emotional feelings, and try to listen to truly understand.

2. Be patient. Allow the speaker plenty of time to fully finish the train of thought.
  3. If you give others half a chance to tell you their views and allow your mind to be open, you might find that you have learned something from what was said.
- k. Listen attentively
1. Face the speaker straight on with uncrossed arms and legs; lean slightly forward.
  2. Establish good eye contact.
  3. Use affirmative head nods and appropriate facial expressions when called for, but do not overdo it.
- l. Ask questions
1. Ask open-ended, feeling-finding questions.
  2. The effective use of questions shows the other person that you are interested, that you are listening; and it allows you to contribute to the conversation.
- m. Be motivated to listen
1. Try to keep in mind that there is no such things as a disinteresting speaker; there are only disinterested listeners.
  2. Answering the following questions after each discussion with an employee may help you to sharpen your listening skills:
    - a. Did I comprehend each point he/she was trying to make?

- b. Did I make judgments of the words before he/she was through speaking?
- c. Did I make decisions in my mind while he/she was still speaking?
- d. Did I feel that his/her ideas were wrong when he/she was discussing them with me?
- e. Did I generally jump to conclusions while listening to him/her?
- f. Did I understand his/her words in terms of their intended meanings?
- g. Did I restate his/her ideas and feelings accurately?
- h. Did I study his/her voice, posture, actions, and facial expressions?
- i. Did I listen between the lines for unspoken meanings behind the words?
- j. Did I really try to listen to him/her?
- k. Did I really want to listen to him/her?
- l. Did I really show him/her that I was, in fact, motivated and interested in listening?

(Source: Hunsaker, P. & Alessandra, A. *The Act of Managing People*)

**COMPLETE LEARNING ACTIVITY H.65-6**  
**“LISTENING FOR DIRECTIONS”**

**COMPLETE LEARNING ACTIVITY H.65-7**  
**“JOURNAL WRITING”**

**COMPLETE LEARNING ACTIVITY H.65-8**  
**"SERVICE LEARNING"**

**COMPLETE READING ACTIVITY H.65**  
**"TEACHER TALK"**

**COMPLETE MATH ACTIVITY H.65**  
**"CALCULATING AVERAGES"**

**Administer Post-Assessment**

**LEARNING ACTIVITY H.65-1**  
**“LISTENING QUIZ”**

**OBJECTIVE:** To provide an awareness about facts and myths about listening

**RESOURCES:** Work Sheet–Learning Activity H.65-1

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Pass out copies of the work sheet for Learning Activity H.65-1.
2. Have students answer the questions by writing “True” or “False” on the blank line provided.
3. Go over the correct answers with students. Have them write down the correct answers on their paper.

**LEARNING ACTIVITY H.65-1**  
**“LISTENING QUIZ”**  
**WORK SHEET**

**DIRECTIONS:** Mark each statement “True” or “False” based on your understanding of the listening process. Compare your answers with those at the end of the quiz.

- \_\_\_ 1. People tend to expect or anticipate what they are familiar with.
- \_\_\_ 2. Listening is an easy process.
- \_\_\_ 3. Hearing and listening is the same thing.
- \_\_\_ 4. For most people, it is easy to pay attention to a single topic for a long time.
- \_\_\_ 5. The person talking has total responsibility for clearly getting his or her message across to others.
- \_\_\_ 6. In the communication process, talking and listening are equally important.
- \_\_\_ 7. It is easy to overcome distractions and listen effectively.
- \_\_\_ 8. People usually pay attention to information that has personal meaning to them.
- \_\_\_ 9. People usually hear what they expect to hear.
- \_\_\_ 10. A person’s background and experience determines to a large part what he or she hears.
- \_\_\_ 11. Listening is a skill that can be learned.
- \_\_\_ 12. Listening is one of the easiest things to do.
- \_\_\_ 13. An effective listener pays attention to both the verbal and non-verbal messages being sent.

- \_\_\_\_\_ 14. Listening shuts down when emotions run high.
- \_\_\_\_\_ 15. Being a good listener involves arguing the talker's points mentally.

(Source: Robbin, Harvey. **How to Speak and Listen Effectively**. American Management Association.)

**LEARNING ACTIVITY H.65-2**  
**“LISTEN TO THE SILENCE”**

**OBJECTIVE:** To identify sounds that are heard during a period of silence

**RESOURCES:**

- Paper
- Pen/Pencil

**SUGGESTED TIME:** 30–45 minutes

**DIRECTIONS:**

1. Ask the students to sit down and focus on the directions that you will be giving.
2. Give the students the following instructions:  
  
“For the next three minutes, I would like you to close your eyes and focus on all the sounds around you.”
3. After three minutes have passed, give the following instructions:  
  
“Open your eyes. Now write down all of the sounds you just heard.”
4. Once the students have finished writing, go around the room and ask them how many sounds they were able to identify. (Examples of typical sounds people will write down include cars passing, people coughing, people talking outside the room, an air conditioner or heater fan running, and so on.)
5. Point out that all of the sounds they heard are present most of the time during class or conversations, but that most people do not consciously pay attention to them. Use this point as a vehicle for discussing their relationship to listening.



**LEARNING ACTIVITY H.65-3**  
**“ARE YOU A GOOD LISTENER?”**

**OBJECTIVE:** To determine effective listening habits

**RESOURCES:** Work Sheet–Learning Activity H.65-3

**SUGGESTED TIME:** 30 minutes

**DIRECTIONS:**

1. Pass out copies of the work sheet for Learning Activity H.65-3.
2. Have students read each bad listening habit and rate themselves on a scale of 1-5 (with five being the worst case).
3. Discuss their responses.
4. List ways that they can improve on their listening skills.
5. Next have students list five of their best listening skills and rank them 1-5 (with “1” being their best quality).
6. Discuss the results. Have students share their responses.
7. Have students list three listening qualities that they don’t have now but would like to have.
8. Conduct a discussion on how they could develop the listening qualities that they have listed.

**LEARNING ACTIVITY H.65-3**  
**“ARE YOU A GOOD LISTENER?”**  
**WORK SHEET**

**DIRECTIONS:** Following is a list of ten bad habits of listening. On a scale of 1-5, with five being the worst case, indicate the degree to which you are guilty of these poor listening habits.

**PART I**

1. \_\_\_\_ I interrupt often.
2. \_\_\_\_ I jump to conclusions.
3. \_\_\_\_ I finish other people's sentences.
4. \_\_\_\_ I am parental, and answer with advice.
5. \_\_\_\_ I make up my mind before I have all of the information.
6. \_\_\_\_ I am a compulsive note taker.
7. \_\_\_\_ I don't give any response.
8. \_\_\_\_ I am impatient.
9. \_\_\_\_ I lose my temper.
10. \_\_\_\_ I think about my reply while the other person is speaking.

## PART II

11. List five of your best listening qualities, such as patience, good eye contact, not jumping to conclusions, asking for clarification, etc. Rank them 1-5, with one (1) being your best quality.

1.
2.
3.
4.
5.

12. List three listening qualities that you don't have now, but would like to have.

1.
2.
3.

**LEARNING ACTIVITY H.65-4**  
**“WHO DO YOU KNOW...AND HOW DO THEY LISTEN?”**

**OBJECTIVE:** To identify the listening habits of the people with whom students spend time

**RESOURCES:** Work Sheet—Learning Activity H.65-4

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Pass out the work sheet for Learning Activity H.65.4.
2. Have students list five people whom they know well and with whom they have shared information, issues and/or advice.
3. For each of the five people have students rate their listening ability.
4. For each of the five people have students record four words or characteristics that they would use to describe each person.
5. Conduct a class discussion on the effects that the listening style of people around us have on our own style of listening.

**LEARNING ACTIVITY H.65-4**  
**“WHO DO YOU KNOW...AND HOW DO THEY LISTEN?”**  
**WORK SHEET**

**DIRECTIONS:** Complete the following questions.

- List five people whom you know and to whom you have gone to share information, discuss issues, and/or ask advice. (**List only their names and relationships for now.**)

<i>Name</i>	<i>Relationship</i>	<i>Rating</i>	<i>Listening Characteristics</i>
1.			
2.			
3.			
4.			
5.			

- Now that you have identified these people, think about how you would rate their listening ability: outstanding, excellent, above average, average, below average, or poor. Place the rating for each in the space provided next to their relationship above.
- Regarding their manner of listening, what four words or characteristics would you use to describe each of the five people you have identified?

**LEARNING ACTIVITY H.65-5**  
**“TALK SHOW LESSONS”**

**OBJECTIVE:** To observe the listening of a talk show host

**RESOURCES:**

- A videotape program of a talk show host
- A videocassette playback unit

**SUGGESTED TIME:** 1–1½ hour(s)

**DIRECTIONS:**

1. Tape an appropriate talk show from television (e.g., Oprah).
2. The recording should be about 25-30 minutes in length and show (1) the host listening to his/her guest, (2) the host responding to the guest's actions and nonverbal or verbal messages, and (3) the host asking questions.
3. After the class views the talk show recording discuss the following questions:
  - What types of questions gave the guest the most opportunity to talk?

- Did the host ask the questions that you would have wanted to ask the guest?

- Did the host listen to what the guest said?

- Was the host prepared?

- Did the host paraphrase unclear comments made by the guest?

- What are the benefits of listening skills for maintaining friendly, interesting, and informative conversation?

- How would you describe the importance of having a listening purpose; being prepared for listening; and engaging in active listening by focusing, questioning, and paraphrasing?

(Source: Adapted from Watson, K. & Barker, L. *Listen Up Learning Activities*.)

**LEARNING ACTIVITY H.65-6**  
**“LISTENING FOR DIRECTIONS”**

**OBJECTIVE:** To demonstrate the importance of listening for task completion

**RESOURCES:** None

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Divide students in teams of two.
2. Each pair is asked to create specific directions for a simple task involving at least five steps.
3. Each pair writes down its specific directions.
4. After the pairs have completed their written directions, a volunteer from one pair reads its directions to the entire group. The class is informed that they cannot ask questions.
5. Once the volunteer has finished reading his/her directions, one person from the class is asked to repeat the directions without the help of notes or any other person.
6. The class discusses how well the volunteer repeated the directions.
7. Repeat steps two through six until all pairs have presented their directions.
8. Lead the class in a discussion by asking the following questions:
  - a. Why did some individuals have a hard time repeating their directions?
  - b. How did various factors contribute to the inaccuracy of the directions, such as word choice, speaker’s tone, and clarity?



**LEARNING ACTIVITY H.65-7**  
**“JOURNAL WRITING”**

**OBJECTIVE:** Student will demonstrate writing skills by creating a journal entry centered on a topic assigned by the Specialist

**RESOURCES:** None

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Provide students with the topic they are to use for this journal writing activity. The topic should relate to this module.
2. Assign the page range for the journal writing assignment.

This range could vary depending on the timeframe provided for the assignment, the writing skills of the entire group, a small group of students, or individual students. This assignment can be individualized by the Specialist by placing the page length in the blank space on the work sheet.

**LEARNING ACTIVITY H.65-7**  
**“JOURNAL WRITING”**  
**WORK SHEET**

**NAME:**

**DATE:**

**TOPIC:**

**DATE DUE:**

**PAGE LENGTH:**

**LEARNING ACTIVITY H.65-8**  
**"SERVICE LEARNING"**

**OBJECTIVE:** Students will participate in a service learning activity assigned by the Specialist

**RESOURCES:** Learning Activity H.65-8

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Identify the type of support linkage which could be used to reinforce the key concept(s) in this module with students (See "Types of Support Linkages").
2. With your students, identify the school and/or community resources which could be contacted to create a Service Learning Activity for this module (See "Community Resources").
3. With students, brainstorm, organize, implement and evaluate the effectiveness of the Service Learning Activity using the "Service Activity Action Plan."

<b>TYPES OF SUPPORT LINKAGES</b>		
<b>Direct Services to Students</b>	<b>Consultative and Technical Assistance</b>	<b>Information and Referral</b>
Community agencies	Professional organizations	Career counseling centers
Parents and personal advocates	Service organizations	Work experience and job placement services
Local education agency support/auxiliary staff	Parent organizations	School and private psychologists
Volunteer and service organizations	Advisory groups	Tutors
Placement services	State education agency personnel	Recreational programs
Postsecondary programs and personnel	Business/industry personnel and programs	Employers
Transitional services	Other vocational support service teams	Employment Services
Other school-based personnel	Local colleges and universities	Community agencies for counseling or health services
	Vocational education research and development resource center(s)	New schools (transfer students)
		Division of Vocational Rehabilitation
		Job Training Partnership Program

Source: HANDBOOK FOR VOCATIONAL SUPPORT SERVICE TEAMS IN MARYLAND

## COMMUNITY RESOURCES

Federal and State Agencies provide services to their local and regional offices. Such services include financial support, job training and placement programs, housing, health, youth programs, consumer information, and legal aid. Examples include:

- legal services
- armed services
- state employment services
- state agency or school for the visually impaired
- State Department of Welfare
- mental health agency
- Department of Immigration
- Veterans Administration
- Social Security Administration
- Job Training Partnership Act (JTPA)
- Community Action Program
- law enforcement agency
- legal and judicial agencies
- Bureau of Indian Affairs
- public health service
- social services
- adult continuing education programs
- Office of Economic Opportunity
- civil service programs
- Rehabilitation Services Administration
- employment services
- Parks Department
- public health programs
- Adult Basic Education programs
- migrant programs
- military service representatives
- Planned Parenthood
- correctional facilities
- Governor's/Mayor's Committee for Employment of the Disabled

Community agencies and organizations provide such services as youth recreation, counseling and tutoring, employment and job training, foster care placement, and leadership development. Examples include:

- Chamber of Commerce
- YMCA/YWCA
- drug and alcohol abuse centers
- Red Cross
- child abuse/women's centers
- urban league
- adult continuing education programs
- student financial aid programs
- League of Women Voters
- mental health clinics
- probation and parole services
- children and youth services
- foster homes
- halfway houses
- community action programs
- migrant programs
- bilingual programs
- dropout prevention programs
- parent-teacher organizations
- American Legion
- Veterans of Foreign Wars
- Salvation Army
- JAYCEES
- Optimists
- Goodwill Industries

Citizen and special interest groups typically offer scholarship programs, legal aid, daycare, and transportation. Examples include:

- Lions Club
- canes
- Rotary
- churches
- women's and men's clubs in the community
- crisis intervention centers
- hospitals
- Girl Scouts
- Campfire Girls
- Big Brothers and Sisters
- Boy Scouts
- Indian guides
- Knights of Columbus
- Sertoma
- Elks
- retired citizens
- Volunteer tutor groups

Business, industry, and labor organizations are good sources of field trips, guest speakers, job opportunities, and occupational and product information. Examples include:

- Trade and labor unions
- Advisory committee members
- Employers
- Personnel offices
- industrial supervisors

Source: Sarkees-Wircenski, M. & Scott, J. VOCATIONAL SPECIAL NEEDS

**SERVICE ACTIVITY ACTION PLAN**

<b>IMPLEMENTATION ACTIVITY/IDEA</b>	
<b>IMPLEMENTATION STEPS</b>	<b>RESOURCES NEEDED</b>

<b>PERSONNEL/AGENCIES/ COMMUNITY</b>	<b>REPRESENTATIVE INVOLVED RESPONSIBILITIES</b>
<b>POSSIBLE BARRIERS</b>	<b>CREATIVE SOLUTIONS</b>
<b>TIMEFRAME</b>	

**READING ACTIVITY H.65**  
**“TEACHER TALK”**

**OBJECTIVE:** To read with comprehension

**RESOURCES:** Reading Activity H.65

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Make copies of Reading Activity H.65 and distribute to each student.
2. Have students read “Teacher Talk.”
3. Have students complete the “Reading Recall” and check their answers for accuracy.
4. Discuss the story with your students.



## “TEACHER TALK”

“Class, I am so excited...Well, maybe excited is a little strong. Let me just say that I am enthusiastic about our assignment. Uh, it’s not like you would expect an assignment to be like, but it’s like something you have to do for tomorrow...you know...unless we have an assembly or class meeting or whatever you call them. Then it will be due the next day, or should I say the next school day. It’s an interview!” Ms. Trimble explained, in a high-pitched voice that sounded like a giggle.

She was trying very hard to give the first class assignment of her teaching career, and she desperately wanted every detail to be explained fully. Ms. Trimble continued, “Yes, that’s right. It’s an interview with your parents...Well, it could be your parents or your guardian or stepparents, whoever it is that is in charge of your home...or your apartment...or of where you live. I just hope that none of you say that you are in charge of where you live.

“Yes, where was I? Oh, your parents...and find out what things, you know, what products and things you do that were not available for them when they were students your age. This will be fun! The reports, I mean, not the activities. Now on the day we do this, you’ll have to read a report of those things, you know. I can’t wait to find out the results!”

Just then the bell rang, and Ms. Trimble chimed, “Class dismissed! Have a good day!”

The students stared at Ms. Trimble for a moment, then stared at one another. The students were all checking to see if everyone else was just as confused as they were. They slowly got out of their chairs and made their way into the halls and on their way to their next class.

Peggy and Justine left the class together. “What are you going to do for this assignment?” asked Peggy, checking to see if Justine understood the assignment any better than she did.

“I’ll just make a list of about four or five items and turn it in,” responded Justine.

“A list of what?” asked Peggy sounding a little shocked. “I thought we had to write a report or something.”

“Who knows?”, quipped Justine, feeling a little frustrated.

“Maybe we should ask her what she means,” suggested Peggy.

“Are you kidding?” said Justine. “Teachers hate that. Anyway, I have a feeling that she’ll get the message that nobody understands the day our assignment is due. Whenever that is!”

## READING RECALL

### PART I

**DIRECTIONS:** How well did you read? Complete the following sentences by checking the correct blanks.

1. Ms. Trimble gave her class
  - a. \_\_\_ an interview assignment.
  - b. \_\_\_ the background on her parents.
  - c. \_\_\_ the history of her teaching experience.
  
2. The bell rang before the students could
  - a. \_\_\_ report on their assignments.
  - b. \_\_\_ ask any questions about their assignment.
  - c. \_\_\_ complete their assignment.
  
3. Peggy and Justine
  - a. \_\_\_ understood the assignment.
  - b. \_\_\_ did not understand the assignment.
  - c. \_\_\_ were going to check with Ms. Trimble about the assignment.

### PART II

**DIRECTIONS:** Fill in the blanks to complete the paragraphs below.

The students \_\_\_\_\_ at Ms. Trimble for a \_\_\_\_\_, then stared at one another. The students were all \_\_\_\_\_ to see if everyone else was as \_\_\_\_\_ as they were. They slowly got \_\_\_\_\_ of their chairs and \_\_\_\_\_ their way into the halls and on their \_\_\_\_\_ to their next class.

Peggy and Justine left the class \_\_\_\_\_. "What are you \_\_\_\_\_ to do for this assignment?" asked Peggy, checking to see if Justine \_\_\_\_\_ the assignment any better than she did.

“I’ll just make a \_\_\_\_\_ of about four or five items and turn it in,” responded Justine.

“I thought we had to write a \_\_\_\_\_ or something,” said Peggy.

“Who knows?” \_\_\_\_\_ Justine, feeling a little frustrated.

“Maybe we \_\_\_\_\_ ask her what she means,” suggested Peggy.

**MATH ACTIVITY H.65**  
**“CALCULATING AVERAGES”**

**OBJECTIVE:** To demonstrate the ability to calculate averages

**RESOURCES:** Work Sheet—Math Activity H.65

**SUGGESTED TIME:** 1 hour

**DIRECTIONS:**

1. Make copies of the work sheet for Math Activity H.65 and distribute to each student.
2. Have students complete the questions on the work sheet and check their answers for accuracy.
3. Discuss the Math Activity with your students.

**MATH ACTIVITY H.65**  
**“CALCULATING AVERAGES”**  
**WORK SHEET**

**DIRECTIONS:** Ms. Trimble was disappointed in the scores on her first assignment. Use the information in Table 1 to answer the questions that follow. (Round your scores to the nearest tenth.)

**TABLE 1**

23	58
48	55
51.5	31
15	60
72	61
65	48
58	52
49	15.5
62.5	59.5
46	25

1. What was the class average on the first assignment?

2. What was the average score of the bottom 25% of the class?

3. What was the average score of the top 25% of the class?

4. What was the average score of the bottom half of the class?

5. What was the average score of the top half of the class?

**PRE-ASSESSMENT**     **POST-ASSESSMENT**

**DIRECTIONS:**    Answer the following questions to the best of your ability.  
A listing of points as opposed to sentences is suggested.

1.    Name several benefits of listening.

2.    List six characteristics of effective listeners.

3.    List six characteristics of ineffective listeners.



4. Identify three levels of listening.

5. List five characteristics of ideal learners.

6. Identify four techniques for effective communication.

7. List four key elements for being a good listener.

8. Identify six nonverbal behaviors.

## ANSWER KEY

PRE-ASSESSMENT  POST-ASSESSMENT

1. Name several benefits of listening.

- Skill in listening improves your self confidence
- People like you when you listen to them
- Good listeners are usually more efficient in completing their work
- Careful listening helps to settle disagreements before they escalate
- Intelligent responses are easier when you listen
- Fewer decisions are made by “shooting from the hip” than by Listening to the opinions of others
- Learning to listen to clients helps you respond more quickly to their needs
- Good listeners are not often embarrassed by unnecessary mistakes
- Good listeners know how to control distractions by eliminating or ignoring them

2. List six characteristics of effective listeners

- Alert
- Interested
- Responsive
- Attending
- Nondistracted
- Understanding
- Caring
- Cautious
- Noninterrupting
- Empathetic
- Patient
- Nonemotional

3. List six characteristics of ineffective listeners

- Apathetic
- Inattentive
- Defensive
- Disinterested
- Distracted
- Impatient
- Emotional
- Self-Centered
- Quick To Judge
- Uncaring
- Insensitive

4. Identify three levels of listening

- Empathetic Listening
- Listeners Hear Words But Are Not Really Listening
- Listening In spurts

5. List five characteristics of ideal listeners

- They Keep An Open, Curious Mind
- They Listen For New Ideas Everywhere, Integrating What They Listen To With What They Already Know
- They Are Aware And Thus Listen To Others With Their Total Being
- They Listen From The Heart To Help Stay Nonjudgmental
- They Are Not Willing To Blindly Follow The Crowd
- They Focus On What Is Occurring
- They Look For Ideas, Organization, And New Ways Of Doing Things

6. Identify four techniques for effective communication

- Use Feedback
- Be Sensitive To The Receiver
- Use Simple Language

- Use Repetition

7. List four key elements for being a good listener

- Hear the message. Listen to both verbal and nonverbal information
- Interpret the message. A good interpretation is a match-up of meaning between the speaker and the listener
- Evaluate the message. The listener's opinion should be based on all available information. Ask questions
- Respond to the message. Good listening means giving the speaker an appropriate response, verbally and/or nonverbally

8. Identify six nonverbal behaviors

- Maintain a relaxed yet alert posture
- Be actively involved in the conversation
- Minimize distracting gestures
- Maintain effective eye contact (not staring, not looking away constantly)
- Acknowledge the other person nonverbally (head nods, smiles, etc.)
- Face the other person squarely instead of turning your head to the side to look at him or her
- Maintain an open position (relaxed versus rigid placement of arms, hands, and head)
- Lean slightly towards the person instead of sitting stiffly upright or slouching back in your chair
- Use gestures (especially when responding) but avoid dramatic hand waving, playing with pencils, or jabbing your finger at the person
- Nod your head or smile

**LEARNING ACTIVITY H.65-1**  
**ANSWER KEY**

1. T
2. F
3. F
4. F
5. F
6. T
7. F
8. T
9. T
10. T
11. T
12. F
13. T
14. T
15. T

**ANSWER KEY**  
**READING ACTIVITY**

**PART I**

1. Ms. Trimble gave her class
  - a.  an interview assignment.
  - b.  the background on her parents.
  - c.  the history of her teaching experience.
  
2. The bell rang before the students could
  - a.  report on their assignments.
  - b.  ask any questions about their assignment.
  - c.  complete their assignment.
  
3. Peggy and Justine
  - a.  understood the assignment.
  - b.  did not understand the assignment.
  - c.  were going to check with Ms. Trimble about the assignment.

**PART II**

The students stared at Ms. Trimble for a moment, then stared at one another. The students were all checking to see if everyone else was as confused as they were. They slowly got out of their chairs and made their way into the halls and on their way to their next class.

Peggy and Justine left the class together. “What are you going to do for this assignment?” asked Peggy, checking to see if Justine understood the assignment any better than she did.

“I’ll just make a list of about four or five items and turn it in,” responded Justine.

“I thought we had to write a report or something,” said Peggy.

“Who knows?” quipped Justine, feeling a little frustrated.

“Maybe we should ask her what she means,” suggested Peggy.

**ANSWER KEY  
MATH ACTIVITY**

1. 47.8
2. 21.9
3. 48.5
4. 35.2
5. 60.3