

## Elementary School-Wide PBS Lesson Plans

<b>Expectation from our Matrix:</b>
<b>Week of Implementation:</b>
<b>Specific Skill: I Can Listen Attentively</b>
<b>Skill Steps/Learning Targets:</b> <b>This means I will:</b> <ul style="list-style-type: none"> <li>- have my eyes on speaker</li> <li>- have my voice off</li> <li>- hands and feet still</li> <li>- listen to all information</li> </ul>
<b>Context: All Settings</b>
<b><u>TEACHING= Tell+ Show+ Practice+ Feedback+ Re-teach</u></b>
<p><b><u>TELL</u></b>          (this should be a BRIEF opener to the lesson, the lesson emphasis should be on student guided practice)  <b>This component provides an introduction to what the skill is, rationale for why we need it, and a brief discussion of what are the skill steps.</b>  <b><u>What is the skill? Choose 1 of the following to introduce the skill.</u></b></p> <ul style="list-style-type: none"> <li>• <b>State the skill:</b> Listen attentively</li> <li>• <b>Quote:</b> “Be a good listener, your ears will never get you in trouble.” – Frank Tyger</li> <li>• <b>Data from school survey, SWIS, MSIP, etc.</b></li> <li>• <b>Read a piece of literature, picture book, social story, fiction, an excerpt from a novel or an article:</b> <i>Dealing With Someone Who Won’t Listen</i>, by Lisa K. Adams</li> <li>• <b>Activity:</b> 1. Telephone – Be sure to stop after every so many students to check that the message is correct. We do not want students practicing the “wrong” listening skills. ☺ ,          2. Truth, Truth, Lie - Tell 2 things that are the truth about yourself, and one thing that is a lie. Students try to guess which thing is the truth. 3. Think, Pair, Share – During an academic subject, have students think about a concept, partner up and share their thinking with a partner. Have the partner repeat back what they heard while listening. For example: “I heard you say that you feel the Colonists were wrong in trying to break away from Britain because they needed their support to survive in America.”</li> </ul> <p><b><u>Rationale</u></b> - why would a student need to know this skill? In what school settings would a student need this skill? Also make connections to life beyond school, i.e., the workplace, home, higher education, etc.</p> <ul style="list-style-type: none"> <li>• <b>Discussion:</b> “Why would it be important to have good listening skills? What are some situations where listening is very important? How would listening be helpful in these situations?”</li> <li>• Tie listening attentively to your school expectations.</li> </ul> <p><b><u>Discuss Skill Steps</u></b> –using the list of skill steps above, quickly review the behavioral expectation for appropriately <u>listening attentively</u>.</p> <ul style="list-style-type: none"> <li>• Listening attentively means we: 1) have eyes on speaker, 2) have our voice off, 3) have hands and feet still, 4) listen to all information</li> </ul>

**SHOW**

**Teacher models both examples and non-examples**

Example	Almost There TEACHER ONLY	Non-Example TEACHER ONLY
<ul style="list-style-type: none"> <li>• Eyes on speaker</li> <li>• Voice off</li> <li>• Hands and feet still</li> <li>• Listen to all information</li> </ul>	<ul style="list-style-type: none"> <li>• Looking at your neighbor</li> <li>• Whispering or humming to self</li> <li>• Tapping on your desk</li> <li>• Fiddling with papers or materials</li> <li>• Blurting out or seeking attention</li> </ul>	<ul style="list-style-type: none"> <li>• Chatting with a friend</li> <li>• Digging in desk</li> <li>• Begin working before you get all the directions</li> <li>• Interrupting teacher</li> <li>• Touching others</li> </ul>

**Scenarios** (modeled by teacher)

**Read the scenarios below and have students give a thumbs up if it is a good example, thumb sideways if it is almost there, and a thumbs down if it is a non-example of listening attentively. Whenever possible teachers can/should make a connection to other curricular areas such as ties to a character from literature, current events, famous quotations, or to a content area.**

- Kayla is making silly faces at her neighbor who is working on an assignment.
- Aaron is talking to a friend who is listening to directions.
- The recess signal is given. All the students stop playing 4-square and turn to the supervisor to listen for instructions.
- Quaneesha is waving her hand to answer a question, while saying “Ooh, ooh.”
- While the teacher is giving instructions for assignment, Mohamed walks across the room to sharpen his pencil.
- Hanh is sitting cross-cross, hands in her lap and eyes on the speaker during the assembly.

**GUIDED PRACTICE**

**Optimally, practice would occur in the setting(s) in which the problem behaviors are displayed. The guided practice component of the lesson is a pivotal part of every lesson to ensure that students can accurately and appropriately demonstrate the skill steps (Lewis & Sugai, 1998).**

**Where can ideas for role play /guided practice come from?**

- During your introductory discussions your students may have shared specific examples or non-examples and those would be excellent for use as role play situations and extension activities throughout the week. These examples can be written out on chart paper for later use.
- Pass out 3X5 index cards after the introduction of the skill and give students a moment to write down examples or non-examples they have experienced at school, home in the neighborhood, or at work. Young children can draw it! This option allows for anonymity. Save non-school examples primarily for discussion and use school based examples for role-play.
- In the case of non-examples, have students problem solve appropriate behaviors that could have been done/used instead and then have them role play these replacement examples. Students NEVER ROLE PLAY NON-EXAMPLES! If a non-example needs to be demonstrated it is ONLY demonstrated by TEACHERS/Adults.
- Give all students a task or job to do during ROLE PLAY! Some students will be actors, others can be given the task of looking for specific skill steps and giving feedback on whether the step was demonstrated.

**Sample role play scenarios:**

- When morning announcements come on the intercom, students stop all activity and turn voices off.
- While your field trip permission slips are being passed out, your teacher talks about the importance of getting it signed and returned by the end of the week. Once she is finished, you get out your planner and write yourself a note so that you can remember to return it, then place your permission slip in your backpack to take home.
- During a tornado drill, students “tuck and duck,” with voices off, ready to listen for instructions from the principal.
- While the teacher is reading aloud, Roxy is facing forward with her hands in her lap.

**FEEDBACK:**

**Teachers can ensure that students have the opportunity to reflect on performance of social skills by providing frequent positive feedback that is both contingent and specific (re-stating of skill steps/ learning targets). Research clearly indicates that positive feedback of this nature increases future demonstrations of target social skills (Brophy, 1980).**

**Following are some examples of phrases to use during practice sessions and throughout the rest of the year to give students performance feedback.**

- “Thank you for turning your voice off when you heard our morning announcements. That was respectful”
- “Great job of listening to the directions for this assignment! What great learners you are!”
- “You did a splendid job of keeping your hands and feet to yourself while on the carpet! That was safe!”
- “I knew you were ready to listen because you were facing forward with your eyes on me! Thank you for being a learner!”

**What are some ways to get students to self-assess on their use of the social skill?**

- Assign “look fors” during role play.
- Give students self-monitoring sheets with skill steps.
- Create a list of times when students saw other students practicing good listening skills.
- Construct a classroom tally sheet where students recognize the skill being demonstrated appropriately by their classmates.
- Create a short journal entry after each subject reflecting on the level of active listening you portrayed. Give yourself a grade (Check, plus or minus) for each subject area.

**How can teachers tie the school-wide feedback system to this social skill? Can teachers use a whole class contingency, individual feedback or other system to quickly but SYSTEMATICALLY give ALL students contingent, positive and specific performance feedback?**

- Have charts for each period/hour and hold a friendly competition where teacher or directed student can tally.
- Use pre-made “admit one” tickets and hand to students displaying the skill, place in cans/tubs/bucket for specific period/hour and have random weekly drawings.
- Give school-wide tickets to students, they sign and put in a random drawing box at the main office, or “cash-in” for various prizes or privileges at the designated time and place.
- During morning announcements, give updates on the progress toward school-wide goal made by individual classrooms.
- Non-classroom teacher staff award “Caught You Being Good” tickets to individual students.
- Classroom teachers recognize other students and classes when “Caught Being Good.”

**RE-TEACH****Review and Practice Throughout the Week****Listening Games:**

- Progressive story - each student adds a sentence (or word if lower grades) to create a story
- Twenty Questions
- I Spy
- I Packed A Bag – each student repeats in order each item packed, then adds an item to the bag on their turn.
- The Name Game – using alliteration, each person adds an adjective + their name, (Ex. Rambunctious Ruth). Go around the circle stating previous names.
- Simon Says – one student is Simon and states actions for other students to take, starting with “Simon Says”. Simon should state one action without saying “Simon Says” and whoever completes the action is “out”.

**Additional Activities:**

**Teachers will have the opportunity to assess student knowledge and in some cases use of the social skills steps for learning primarily through role play and demonstration (performance) or during discussions (personal communications). In some circumstances the teacher may opt to assess student knowledge and perception of personal use of the social skills through the use of written work (extended response) or in limited fashion through the use of quizzes (selected response). Ideas for possible curricular/content or extension activities are provided below.**

- Oral or written short quiz at the end of a video.
- At end of week, create a class book by having each student draw or write an example of the skill being used appropriately. (The following year, revisit previously created class books.)

**Additional Resources:****United Streaming Videos:**

- *Life Skills 101: Active Listening* (15 minutes) K-2\*
- *I Know How to Listen* (15 minutes) K-2\*
- Contains Teacher’s Guide for additional information/activities
- To access United Streaming Videos, see your building Media Specialist. For a 30 day free trial, go to [www.unitedstreaming.com](http://www.unitedstreaming.com) and following directions.

**Literacy:**

- *Dealing With Someone Who Won’t Listen*, by Lisa K. Adams