

Can You Hear Me?
11th Grade Advisement Activity
Estimated time: 20-30 Minutes

Georgia's Teachers-As-Advisors Framework

Goal 11-3.2 - Develop positive, highly-developed interpersonal skills

- a. Identify and demonstrate effective communication skills
- b. Recognize the benefits of interacting with others in a way that is honest, fair, helpful, and respectful

Objectives: Students will discuss the importance of listening

Materials: 8 pieces of paper cut out according to the template attached for each group OR 8 dominos for each group; handout, "Listening"

Activity:

1. *Say:* Good morning. Welcome to advisement. Today we are going to practice good listening skills. "Approximately 55% of our communication time is spent in speaking, reading and writing, and 45% listening. We receive considerable instruction during our school years in reading, writing and speech, but little or none in listening. Yet, listening is our most important communicative skill because the quality and efficiency of communication is significantly improved when we understand the attitudes, opinion, ideas and suggestions of others."—Nick Seta, Florida Atlantic University, Graduate Assistant
2. *Say:* We will work in groups today. So divide into groups of 4 by counting off by 4s. Once you are in your groups, select a person to be the listener and one to be the speaker. You can use earliest and latest birthdays in the year to determine these roles.
 - a. Person 1 (earliest birthday) – *This is the speaker*-looks at the chart and gives verbal directions to a second person who must complete the pattern using the dominos or construction paper pieces. He/she sits with his/her back to the listener.
 - b. Person 2 (latest birthday) – *This is the listener*-is completing the pattern from the directions given. He/she will sit with his/her back to the speaker.
 - c. The rest of the group act as silent observers and are able to see what both the speaker and listener are doing.
3. *Allow students about 5-8 minutes to complete the assignment.*
4. *Discuss:* How did it feel to be the one giving directions? How did it feel to complete the activity from the directions given? How did it feel to sit quietly and observe? What were the barriers in listening?
5. *Distribute the handout, "Listening" Say:* This is a supplemental handout with barriers and listening skills listed. How many of these barriers did you discover in your activity? *Let students identify the barriers they observed during the activity.*
6. *Dismiss:* Practice your listening skills. You will be surprised at how much these skills will help you in your classes as well as your personal relationships. People feel valued when others listen and try to understand what they are saying. Remember the # 1 thing to do is to ask questions when you don't understand. See you next time.

“Listening”

Why We Don't Listen (Barriers to Overcome)

1. Input Overload

- One third of our “awake time” is spent listening
- Attention wanders at times

2. Brain Power

- The brain is capable of understanding speech at 600 words per minute
- The average person speaks 100 to 140 words per minute.
- What does your mind do with all of the “leftover” time?

3. Physical Noise

- Sounds in the environment interfere
- Physical surroundings are uncomfortable
- Fatigue distracts

4. Personal Concerns

- Emotional problems and/or thoughts occupy the mind and block out auditory input

5. Talking Seems More Important

6. Listening Skills Not Taught

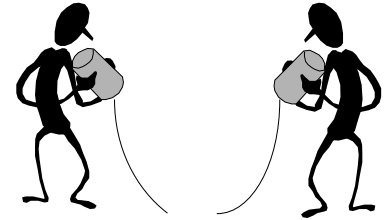
- Listening skills not continually/consistently practiced

7. “Tune In” Too Late

- Individuals do not listen from the start of the lecture/conversation

8. Not Listening Ahead

- Individuals do not process and remember/associate what is being said now.



Listening Skills

- A. “Set” your mind---intend to listen
- B. Lister to what is being said---don’t allow your mind to wander
- C. Clarify continually (to yourself) what is being said
- D. Keep your mind active---take notes if you have to
- E. Resist distractions (physical, emotional, mental)
- F. Involve yourself---think of examples as the speaker talks
- G. Listen very closely to introductory and concluding remarks/ideas
- H. Anticipate what is coming next (this is the most difficult yet the most effective for your memory)
- I. Pay attention to “speaker cues” (voice, physical motions, rate of speech)
- J. Think of questions while listening (helps to organize thoughts)
- K. Constantly try to link concepts and main ideas with details as well as cause/effect and problem-solving techniques
- L. Listen for what is not said as well as what is said
- M. Listen to class discussions carefully and make note of any points the speaker reinforces.
- N. Note any materials that are repeated
- O. Always summarize the information



Communications Chart

