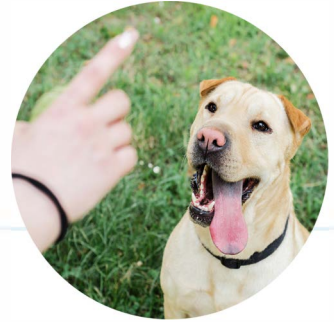




Bowl Game



MATERIALS

- Poster board to display The Laws of Listening
- Listening to Each Other worksheet (see attached)

PROCEDURE

Tell students it's time to play a game that let's them practice their listening skills. Before the game, review the Four Laws of Listening.

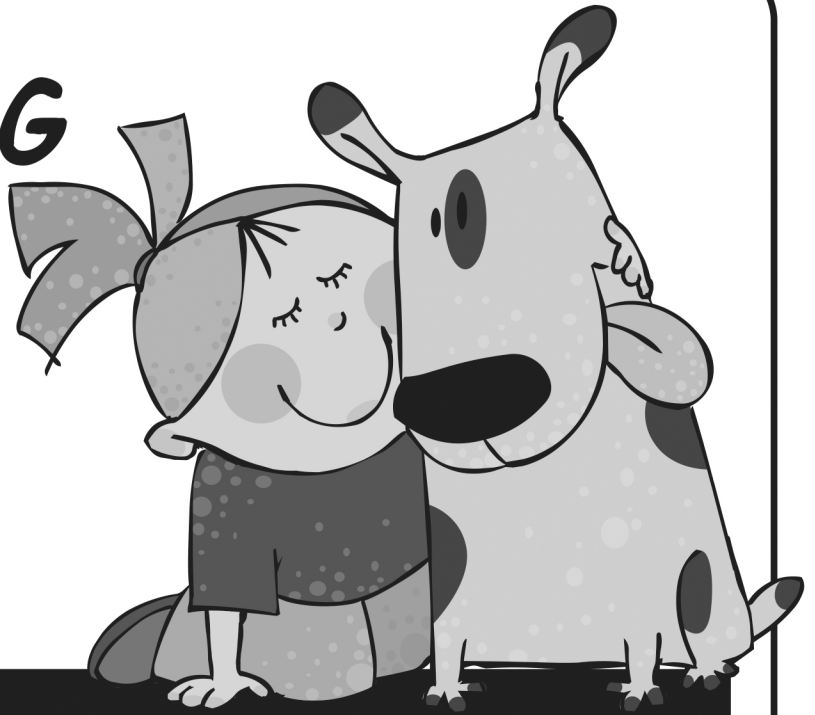
The Laws of Listening

- Look at the person who is talking.
- Show the person you hear them by nodding, making eye contact, leaning forward, etc.
- Observe/consider the person's facial expressions, tone of voice, and body language.
- Clarify and confirm by asking questions and rephrasing what you hear the person saying.

Ask two students to volunteer to have a conversation while the rest of the class observes.

2. Have the class form a circle, and have the two student volunteers sit in the center. They can talk about anything they want – but the goal is to have one student be the talker, and the other the listener. At random intervals, you can ask any student to “rephrase” what was said by one of the students. This keeps the energy level up in the class, and encourages all the students to actively listen all the time. In addition, the teacher can call out “Switch!” and one of the observing students switches places with one of the two students in the center.
3. After 5-10 minutes of the activity in Step 2, hand out the Listening to Each Other worksheet (attached) to all the students in the observing circle. Have them watch the talking and listening in the center of the circle, and have them answer the questions on the page. How well is the student listening to the other?
4. After all the conversations are complete, follow-up with a discussion about what listening skills seem easiest and most difficult to remember and use.

LISTENING TO EACH OTHER



THE PERSON LISTENING....

...LOOKED AT THE PERSON WHO WAS SPEAKING	YES	NO
...NODDED OR LEANED IN TO SHOW INTEREST	YES	NO
...USED FACIAL EXPRESSIONS THAT CONVEYED INTEREST	YES	NO
...INTERRUPTED THE SPEAKER	YES	NO
...ASKED QUESTIONS TO CLARIFY WHAT THE PERSON SPEAKING MEANT	YES	NO
...GAVE VERBAL FEEDBACK BY RE-PHRASING	YES	NO
...GAVE VERBAL FEEDBACK BY SHARING AN EXPERIENCE	YES	NO
...SEEMED TO UNDERSTAND WHAT THE SPEAKER WAS SAYING	YES	NO
...SEEMED TO CARE ABOUT WHAT THE SPEAKER WAS SAYING	YES	NO
...WAS REALLY GOOD AT:	YES	NO
...COULD HAVE BEEN AN EVEN BETTER LISTENER BY:	YES	NO