

Lesson Plan for Teaching: *Listen Well*

1. Concept (Expectation)

Listen Well

2. Definition and Critical Attributes

Being responsible, attentive & focusing on a given task or person. Critical Attributes: behaviors that help people to build on respect, confidence, positive choices, succeed & become friendlier and more cooperative. Learning can then enhance a more positive environment.

3. Examples

- ❖ Maintaining eye contact
- ❖ Being able to restate what was just stated
- ❖ Staying on task
- ❖ In control responsible and prepared

3. Non- Examples

- ❖ Distracted, looking away, talking
- ❖ Not being able to restate what was stated
- ❖ Difficulty staying on task/playing with objects, desk, pencil, etc...
- ❖ Not doing what group is doing/
difficulty following directions
- ❖

4. Activities to Enhance Concept Development

Have students role model/ act out examples that illustrate listening well

5. Activities to Check for Understanding

Have students restate what has been stated

6. Activities to Extend Concept Development

Keep frequency counts of listening well and graph results

Teaching Rules: *Listen Well*

| SETTING 1 | RULE | EXAMPLE | NON-EXAMPLE |
|-----------|-------------------------|---|---|
| Cafeteria | | | |
| Rule 1 | Use quiet voice | Using soft quiet voices in tables, practice whispering, watches teacher for directions | Calling out, yelling, screaming loud voice, grabbing, hitting, kicking others |
| Rule 2 | Follow adult directions | Face forward in a single file line while getting lunches, gets up when prompted to empty tray | Making noises, arguing, talking loud, yelling, lose line place, line broken up, walking in pairs, empties tray before prompted by teacher |

Activities to Allow Students to Practice Desired Behaviors:

- ❖ Use Eagle posters throughout school to remind students
- ❖ Praise and reward students when they demonstrated listening well in the cafeteria by making eye contact, verbal praise, and Eagle dollars
- ❖ Teachers demonstrate and model using soft quiet voices in cafeteria
- ❖ Take class through cafeteria and practice non-examples and examples of expected behavior
- ❖ Practice whispering

Plan for Rewarding Appropriate Behavior:

- 1) Eagle dollars
- 2) Eat with friend
- 3) Popsicle treats/ ice cream
- 4) Allow students to choose activity
- 5) Puzzles/ game boards, candy land, checkers etc.
- 6) Movie for class
- 7) Extra computer time
- 8) Results from SWIS may allow classrooms to participate for classroom-wide rewards

| SETTING 2 | RULE | EXAMPLE | NON-EXAMPLE |
|-----------|------------|--|---|
| Hall | | | |
| Rule 1 | Voices off | Using no voices in halls, keep lips tightly closed, watch teacher for directions, stay on the right side of walkway | Calling out, yelling, screaming loud voice, grabbing, hitting, kicking others, running into another class, avoiding stop signs, stepping on peers' shoes |
| Rule 2 | Ears on | Face forward in a single file line in halls, stop at intersection and listen before crossing, aware of where you are going | Making noises, arguing, talking loud, yelling, lose line place, line broken up, walking in pairs, crossing intersection at the same time as another class |

Activities to Allow Students to Practice Desired Behaviors:

- ❖ Use Eagle posters throughout school to remind students
- ❖ Praise and reward students when they demonstrated listening well in the hallways by making eye contact, verbal praise, and Eagle dollars
- ❖ Teachers demonstrate and model using soft quiet voices in hallways
- ❖ Take class through hallways and practice non-examples and examples of expected behavior

Plan for Rewarding Appropriate Behavior:

- 1) Eagle dollars
- 2) Eat with friend
- 3) Popsicle treats/ ice cream
- 4) Allow students to choose activity
- 5) Puzzles/ game boards, candy land, checkers etc.
- 6) Movie for class
- 7) Extra computer time
- 8) Results from SWIS may allow classrooms to participate for classroom-wide rewards

| SETTING 3 | RULE | EXAMPLE | NON-EXAMPLE |
|-----------|-----------------------------|--|--|
| Classroom | | | |
| Rule 1 | One person speaks at a time | Teacher is explaining how to do the work. All students have eyes on teacher. | Teacher is explaining how to do the work. Two students are talking with each other while another is rolling around on the floor. |
| Rule 2 | Make eye contact | Look at child and make sure that child is looking at you when giving directions. | While giving directions, child looks away and the teacher looks out the window while speaking. |
| Rule 3 | Follow adult instructions | Do exactly what the teacher has instructed. | Play with paper and do not do what the teacher instructed. |

Activities to Allow Students to Practice Desired Behaviors:

- ❖ Use Eagle posters throughout school to remind students
- ❖ When talking about a lesson, look at the children and make eye contact while giving directions
- ❖ Discuss school-wide rules and expectations
- ❖ Show them written posters made by students and/or videos to be shown during morning show
- ❖ Plan for a treasure box
- ❖ Use Eagle posters throughout school to remind students

Plan for Rewarding Appropriate Behavior:

- 1) Always reinforce children when they listen well. Point out to them what they did specifically that earned them a reward.
- 2) Stickers for children who listened well.
- 3) Toys on Fridays
- 4) Extra play time at centers
- 5) Special videos
- 6) Lap com

| SETTING 4 | RULE | EXAMPLE | NON-EXAMPLE |
|------------|---------------------------|--|--|
| Playground | | | |
| Rule 1 | Follow adult instructions | Playing on the equipment without yelling. Going up the walkway with two hands and down the slides. | Swinging and jumping off to the ground, incorrectly using the up or down walk, pulling on trees, throwing mulch. |

Activities to Allow Students to Practice Desired Behaviors:

- ❖ Use Eagle posters throughout school to remind students
- ❖ Discuss the rules on and around the playground
- ❖ Show students the up and down paths to get on and off equipment appropriately
- ❖ Make a playground “play safe” video
- ❖ Play “follow the leader” showing the proper way to use the equipment
- ❖ Let students role play showing the proper and improper ways to use equipment (use examples and non-examples)

Plan for Rewarding Appropriate Behavior:

- 1) Allow students to play when they have demonstrated listening well on the playground. Make sure to tell them why you are letting them play longer.
- 2) Plan special games (e.g., duck-duck goose)
- 3) Eagle dollars

| SETTING 5 | RULE | EXAMPLE | NON-EXAMPLE |
|-----------|-------------------------|--|--|
| Restroom | | | |
| Rule 1 | Use quiet voice | Walking in/ out quietly | Yelling/ screaming |
| Rule 2 | Follow adult directions | When the teacher gives directions for the restroom, students make eye contact and do what teacher tells them | When the teacher gives directions for the restroom, students look away, play with peers, get out of line |

Activities to Allow Students to Practice Desired Behaviors:

- ❖ Use Eagle posters throughout school to remind students
- ❖ Role playing (e.g., proper use of sink/ paper towels/ trash) of appropriate restroom behaviors (i.e., examples) and non- examples
- ❖ Discussions on self responsibility

Plan for Rewarding Appropriate Behavior:

- 1) Eagle dollars
- 2) Positive praise

| SETTING 6 | RULE | EXAMPLE | NON-EXAMPLE |
|-----------|-------------------------|---|---|
| Dismissal | | | |
| Rule 1 | Follow adult directions | When the teacher gives directions for dismissal, students make eye contact and stay in line | When the teacher gives directions for dismissal, students look away, play with peers, get out of line |

Activities to Allow Students to Practice Desired Behaviors:

- ❖ When preparing for / during dismissal, students will follow the directions of the adult
- ❖ Practicing line behavior/ discussion on respect/ self responsibility
- ❖ Use Eagle posters throughout school to remind students

Plan for Rewarding Appropriate Behavior:

- 1) Eagle dollars
- 2) Positive praise