



Teaching Social Skills, Creating Successful Students Listening and Following Instructions

Skill to Teach	"Listening" and "Following Instructions"
Age	Upper Elementary, Middle, and High School
Subject	Any; this lesson has high adaptability and is intended to reach the higher levels of Bloom's Taxonomy
Objective	Students will apply the skills of "Listening" and "Following Instructions" as they participate in a silent "chalk talk," utilize higher-level thinking skills, and create and play "I Have, Who Has?" within the context of academics
Materials Needed	<ul style="list-style-type: none">• Skills poster or skill steps written on board for "Listening" and "Following Instructions"• Large white board/chalk board or chart paper• Several writing utensils for the board or paper• Copies of "I Have, Who Has?" templates• Scissors
Planned Teaching	<ul style="list-style-type: none">• Tell students that there are many times within their day that they need to listen and also to follow instructions. Ask them for examples within their day (at school, home, with friends, at church, and at extracurricular activities and other events, etc.).• Tell the students the steps of "Listening," referring to your wall poster or write the steps on the board:<ol style="list-style-type: none">1. Look at the person who is talking and remain quiet.2. Wait until the person is finished talking before you speak.3. Show that you heard by nodding your head, saying "Okay," etc.• And also tell the steps of "Following Instructions," referring to your wall poster or write the steps on the board:<ol style="list-style-type: none">1. Look at the person.2. Say (or think) "Okay".3. Do what you've been asked right away.4. Check back.• Elicit student-generated reasons for why it might be important to listen and follow instructions within these contexts.

<p>Practice</p>	<p>Here are two options for practice, blending both academics and social skills.</p> <ul style="list-style-type: none"> • Chalk Talk: A chalk talk is a silent, written conversation that gives every student a low-stress opportunity to respond. Students can debate an issue, compare and contrast, evaluate, explain, make connections, or give examples. • Tell students that during a chalk talk, it is important that everyone follow instructions and listen to each other. Since this is a silent conversation, “listening” is going to look a little bit different. <ul style="list-style-type: none"> ○ Tell students that you will provide the topic for discussion. ○ The expectations are that everyone is to remain silent, participate by writing at least one unique (not repeated), in-depth, on-topic idea or comment, take turns, keep their bodies to themselves, and return to their seats when finished writing. ○ Ask them how they will practice “listening” appropriately since no one will actually be speaking. (Possible answers: read previously-written comments so they don’t repeat anything; respond to what someone else has written; piggy-back off of another’s idea, etc.) • Write the topic in the center of a circle on the board or paper and have students add their comments. • After the chalk talk, debrief. Talk about responses and reinforce the academic content. Ask students how they used the skills of listening and following directions to complete this activity. • Example topics for the chalk talk: <ul style="list-style-type: none"> ○ “Explain the connection between decimals and fractions.” ○ “The United States should have entered into the military conflict in Vietnam. Agree/Disagree. Why?” ○ “What are some of the ethical considerations of genetically-modified foods?” ○ “Explain the interplay between nature and nurture.” ○ “Name a time when you felt like the main character in the story.” ○ “List examples of hyperbole.” ○ “Give examples of estimation in the real world.” • “I Have, Who Has?”: Students will create a game to practice academic content. Tell students they will practice listening and following instructions in both creating and playing the game. • Pass out the template to students in pairs or groups of three. Pass out multiple copies of the middle sheet so that students can create enough questions for each student in the class to have at least one card. • Tell the students what academic content to use when writing their questions. Possible ideas: <ul style="list-style-type: none"> ○ Vocabulary words/key terms; important events in the time period being studied; figurative language; study guide questions, etc.
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	<ul style="list-style-type: none"> • Students are to write a question or sentence with a blank on the “Who has” line. The term or answer to the question goes after the arrow (on the next card) on the “I have” line. Students need to follow the arrows when writing their questions. Make sure and demonstrate the quality of questions. For example, instead of allowing students to merely write the definitions to a key term, have the question tell the importance of the event, use the term in a sentence, or mention the cause of that event, etc. • Check students’ cards for accuracy before playing as a whole class. Students will have to practice both listening and following instructions. Review skill steps with students. Distribute a card to each student. If there are extras, distribute them to students who are more accomplished in the subject matter. • Students must read both the “I have...” and “Who has...” lines. The student with the first card loudly reads his/her card. The person with the answer loudly reads the answer. The last card is the one that has the stop sign. Encourage students to listen well, ask if they have questions, and speak loudly. Do incidental teaching of academics and social skills throughout the lesson.
Assessment	Informally assess students’ social skills throughout the games and activities. The “I Have...Who Has...?” game cards can be assessed on accuracy and effort.

"I Have, Who Has?" Template

<p>I have the first card.</p> <p>Who has _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I have _____</p> <p>_____</p> <p>_____</p> <p>Who has _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>Continue on the top left of the next page.</p>
<p>I have _____</p> <p>_____</p> <p>_____</p> <p>Who has _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I have _____</p> <p>_____</p> <p>_____</p> <p>Who has _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	
<p>I have _____</p> <p>_____</p> <p>_____</p> <p>Who has _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	<p>I have _____</p> <p>_____</p> <p>_____</p> <p>Who has _____</p> <p>_____</p> <p>_____</p> <p>_____</p>	

"I Have, Who Has?" Template

Continued from the top right of previous page.

I have _____

Who has _____

I have _____

Who has _____

Continue on the top left of the next page.

I have _____

Who has _____

I have _____

Who has _____

I have _____

Who has _____

I have _____

Who has _____

"I Have, Who Has?" Template

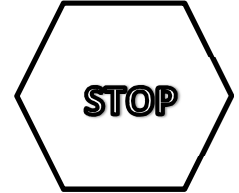
Continued
from the
top right of
previous
page.

I have _____

Who has _____

I have _____

I have the last card.



I have _____

Who has _____

I have _____

Who has _____

I have _____

Who has _____

I have _____

Who has _____

