

DO YOU HEAR WHAT I HEAR?

Purpose: This lesson helps student improve communication by practicing paraphrasing.

Time Required for Lesson: 40 minutes

Grade Level: 10

Missouri Comprehensive Guidance

Strand: Personal and Social Development

Big Idea: PS.2. Interacting with others in ways that respect individual and group differences.

Concept: PS.2.B. Respect for self and others

ASCA Standards:

Domain: Personal Social Development

- A. Students will acquire the knowledge, attitude, interpersonal skills to help them understand and respect self and others.

Materials: None

Comprehensive Guidance Program Curriculum Unit/Lesson links

Grade 10 Unit Interacting w/Others in Ways That Respect Individual & Group Difference

Concept: PS 2. B



Show Me Standards: Performance Goals (check one or more that apply)

X	Goal 1: gather, analyze and apply information and ideas 1. Develop questions and ideas to initiate and refine research 6. Discover and evaluate patterns and relationships in information, ideas and structures 10. Apply acquired information, ideas and skills to different contexts as students, workers, citizens and consumers
X	Goal 2: communicate effectively within and beyond the classroom
X	Goal 3: recognize and solve problems 2. Review and revise communications to improve accuracy and clarity 3. Exchange information, questions and ideas while recognizing the perspectives of others
X	Goal 4: make decisions and act as responsible members of society 1. Explain reasoning and identify information used to support decisions

This lesson supports the development of skills in the following academic content areas.

Academic Content Area(s)	Specific Skill(s)
X Communication Arts	6. Participating in formal and informal presentations and discussions of issues and ideas
Mathematics	
X Social Studies	6. Relationships of the individual and groups to institutions and cultural traditions.
Science	
Health/Physical Education	
Fine Arts	

Enduring Life Skill(s)

X	Perseverance	X	Integrity	X	Problem Solving
X	Courage	X	Compassion	X	Tolerance
X	Respect	X	Goal Setting		

Lesson Assessment acceptable evidence of what learners will know and be able to do as a result of this lesson:

Assessment will be via classroom observation, discussion and personal journal entries.

Lesson Preparation

Essential Questions: Why is it important to understand what others are saying?

Engagement (Hook): Ask students how these items are related: cellular phone, texting, twitting, television, and newspapers? Explain that these and other forms of communication help us understand and remain connected with others.

Procedures

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<ol style="list-style-type: none"> 1. Ask for five volunteers. Send four of the volunteers out in the hall. Read the following rumor to the student that remains in the classroom: I need to report an accident. As I was leaving the corner grocery store, I saw a sports car speeding through the intersection of Elm and Third. A truck coming from the north was attempting to turn right and a van coming from the south was turning left. There seemed to be quite a bit of damage to the car and people needed to get to the hospital. 2. Ask the next student to enter the room and the first student repeats to the second student what he or she heard. The student repeats to the class what he or she has heard. Repeat this process until the last student has heard the rumor and it is repeated to the class. Remind the class: no questions during the activity. The class will act as observers. 3. Process with class what happened to the facts of the story as each person repeated it. Why did story change by the time it was repeated by the last person? How might misunderstandings have been prevented? 4. Discuss communication as a two-way street and it is sometimes difficult. Much of our communication is really talking at someone rather than with them. In this situation, paraphrasing what each individual reported would have helped the listener be sure he or she got the facts straight. Paraphrasing helps us to listen. Ask for statements from students and demonstrate paraphrasing. 5. Suggest to students that the following phrases can be helpful in paraphrasing statements: a) I hear you saying that...b) what I think you said is that...c) it 	<ol style="list-style-type: none"> 1. Students volunteer and one student remains in the room and the other four go into the hall. The student remaining in the classroom listens to the rumor. 2. The next student comes in and the first student repeats what he or she has heard to the second student. Students complete the process until the last student repeats what he or she has heard. Students discuss what the last student heard and compare similarities and differences. 3. Students participate in conversation and offer explanations about the changes in the story and how they might have been prevented. 4. Students listen and suggest statements that can be paraphrased 5. Students use suggested phrases in paraphrasing statements.

<i>Professional School Counselor Procedures:</i>	<i>Student Involvement:</i>
<p>sounds like...</p> <p>6. Divide students into groups of three (two communicators and one observer). The two communicators must choose a subject to talk about. The designated speaker initiates the conversation by making a statement. The listener must respond by first paraphrasing the speaker's statement to the satisfaction of the speaker. The observer determines if the listener paraphrased accurately. Then the listener makes a statement. The speaker must paraphrase first, and then make a statement. Have students switch roles after 15 minutes.</p> <p>7. Discuss how people usually do not listen to what other people are saying. Ask students how they felt doing this activity. Did they think they were listened to? Did they want to respond right away without paraphrasing? Ask students to keep a journal in which they record the following: a) a statement made, b) their paraphrase, and c) the reaction of the speaker to their paraphrasing.</p>	<p>6. Students engage in role-play using paraphrasing.</p> <p>7. Students answer the question: did they think they were listened to and did they respond right away without paraphrasing? Students record in their journals a) a statement made, b) their paraphrase, and c) the reaction of the speaker to their paraphrasing.</p>