

Lesson Plan- Listening Self-Assessment

Objective- For students to gain a better understanding of their own personal listening habits. To demonstrate, and discuss, common positive and negative listening traits that effect students listening ability.

Method- Students will take a simple non-graded quiz, in class. Teacher will read questions aloud, while students record their own responses. After quiz students and teacher will review all questions, and discuss how they relate to listening more effectively.

Materials List of questions, copies of "Student Score Page, pencils

Appropriate for grades 3+up

45-60 minutes

Instructions- Teacher will pass out pencils and Listening Self Assessment page to students. Teacher starts by reading question 1A aloud to class. Give students 30 seconds to answer, then read question 1B. The teacher should continue through all 20 questions, alternating between A+B questions. ie: 1A, 1B, 2A, 2B, 3A, 3B etc.

A- questions illustrate Positive Listening Habits, B-Questions illustrate Negative Listening Habits

Do not tell students this before starting the quiz! They will gradually figure it out.

Students will grade themselves marking their answers in the A+B columns. Remind them to be honest. The grading scale is 1-5 points. Have students use only whole numbers. No half points etc.

A 1-point answer would mean, "***You never do***" the listening habit.

A 5-point answer would mean, "***I always do***" the listening habit.

OPTIONAL: After questions are read and scored, have students *subtract* their "B-points" from their "A-points" to score their "Listening Index"

Teacher should now read aloud (and review) each question again, this time leading the class in a discussion of each particular listening habit. Teacher can offer comments from their own lives to generate classroom discussion.

Interpreting the data

A student's Listening Index can be plotted on the scale below.

A Listening Index that plots near zero indicates that the listener's "Negative Listening Habits" offset their "Positive Listening Habits."

This is a **Neutral index**, which indicates good listening skills.

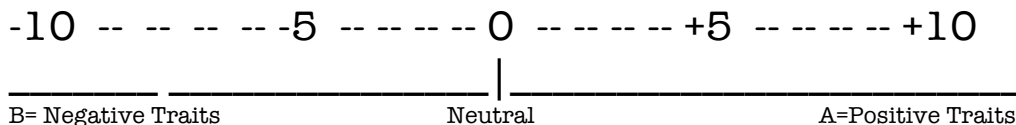
A Listening Index that plots between +2 and +10 indicates that the listener's "Positive Listening Habits" outweigh their "Negative Listening Habits."

This is a **Positive index**, which indicates excellent listening skills

A Listening Index that plots between -2- and -10 indicates that the listener's "Negative Listening Habits." outweigh their "Positive Listening Habits"

This is a **Negative index**, which indicates the student listening skills need some work!

"Listening Index Scale"



Tips and ideas!

+I always make sure that students know ahead-of-time that this is a non-graded activity, and that results should be kept confidential and not be shared openly.

+There are no right or wrong answers.

+ The discussion of the questions after the quiz, is where the real learning happens. Students are very eager to discuss their personal listening habits, and experiences.

+ Students and teacher may want to act out the questions, and portray the social situations they describe.

+ With an older grade (4+) I will put the “Listening Index Scale” on the board with an overhead projector, and only describe it to students. *I do not plot any student’s indices on it publicly.*

+You may skip the “points part” entirely with younger students, and just discuss the questions.

+Although this is a completely *un-scientific* experiment; I have found that it is fairly accurate in identifying a student’s personal listening habits.

Listening Self-Assessment - Questions

Section A

1. I give my full attention if someone is talking to me.
2. When listening to a speaker, I make eye contact.
3. I nod my head (or say yes) when in agreement with what a speaker is saying.
4. I believe listening is an opportunity to learn something.
5. I know how all my favorite songs end.
6. I wait for the speaker to finish, before forming an opinion.
7. I pay attention to non-verbal clues like hand gestures and body language.
8. I ask questions to ensure that I understand what the person is saying.
9. I try to understand the speaker's feelings as well as his or her words.
10. I can focus and listen to an entire piece of music without getting distracted.

Section B

1. While a speaker is talking, I find myself thinking about what I'm going to say next.
2. Sometimes I feel that people are ignoring me in a conversation.
3. If someone says something wrong, I immediately correct him or her.
4. I will take a phone call or text during a conversation.
5. I get bored if I'm not the one leading a conversation.
6. If a speaker doesn't engage my interest, my mind wanders.
7. When someone introduces themselves I have trouble remembering their name.
8. I have trouble focusing on the message when a speaker has poor grammar or speaks with an accent.
9. I have been told I talk too much.
10. I have been told to raise my hand, or to not interrupt a conversation.

Listening Self Assessment- Student Score Page

Name _____ **Class** _____ **Date** _____

The teacher will read you 20 questions. Each describes a particular listening habit. You must grade your own listening habits for each question. Be honest!

The grading scale is 1-5 points.

A 1-point answer would mean, ***“I never do”*** the listening habit.

A 5-point answer would mean ***“I always do”*** the listening habit.

Use whole numbers. No half points etc.

1A _____

1B _____

2A _____

2B _____

3A _____

3B _____

4A _____

4B _____

5A _____

5B _____

6A _____

6B _____

7A _____

7B _____

8A _____

8B _____

9A _____

9B _____

10A _____

10B _____

A Points _____

B Points _____

OPTIONAL "Listening Index"

A points _____

Subtract --

B points _____

Listening Index _____

(may be a negative number)