



Listening Blocks

Leadership & Responsibility:

Leadership & Responsibility encourages all students to develop leadership skills. Listening to others is one key component of being a good leader.

Objective:

Students will be able to communicate and listen to each other to build a structure.

Materials:

Building blocks; devices with Pic Stitch (optional).

Steps:

- Warm-up discussion: What does it mean to be a good listener? Why is it difficult to be a good listener? How can we be better listeners?
- Put students into groups of two.
- Give each group a handful of building blocks.
- Let students know they are going to practice listening to each other.
- Students should sit back to back.
- Student A should build a simple structure using building blocks without letting Student B see the structure.
- Next, Student A should try to get Student B to build the same structure without looking at each other. Student B cannot ask questions and must just listen and build.
- After students have completed their structures, have them see how similar their structures are. If students are working with devices, have students make a picture collage of the two structures using PicStitch.
- Discuss how to make communication and listening more effective and then have the partners switch roles. Allow students to ask questions this time. Explain the importance of giving clear directions with detailed information.

Personal Reflection:

- Ask students to give themselves a score of 1 to 10 on how well they gave directions. Next, ask students to give themselves a score on how they listened.
- Have students write a story or draw a picture about a time when it was important to be a good listener.

Group Reflection:

- Have groups share their strategies. Highlight groups that listened to each other well. Why is it important for leaders to be good listeners? Why is it important for leaders to listen to others' ideas? Name a leader who listens to others' ideas.
- Next, play a quick game of telephone. Students will whisper a sentence into each other's ears and the last student will say it aloud. Compare the original sentence and the new sentence. Discuss: When we communicate with other people, they often hear something different than we meant. Did this happen in telephone? When did this happen in the building block activity?
- Do leaders ever make mistakes and try again? Did this happen to you during the building block activity? Why do leaders need to keep trying after they make mistakes? Give examples of when it took you many times before you got something right.

Extended Learning:

Have students create a list of what NOT listening looks like. Give examples of when someone was not listening to you. Have students act out ways to show you are not listening. Next, students can create a public service announcement about effective listening.

Have students research how to be a good communicator. For example, good listeners use eye contact, ask questions to find out more, repeat what they heard in their own words. Next, students can use the Draw and Tell, Doodlecast, or Sketch Recorder app to draw a picture of a good communicator while recording a description of a good communicator.

Notes
