

# SOCIAL EMOTIONAL LEARNING

## SOCIAL SKILLS LESSON PLAN

SOCIAL SKILL: LISTENING

CASEL COMPETENCY: SELF-MANAGEMENT

### BOOK INFORMATION

Book Title: *Howard B Wigglebottom Learns to Listen*

Author: Howard Binkow

Publisher: Thunderbolt Publishing

Year: Published in 2005, reprinted in 2012

ISBN# 978-0-9715390-1-3

Number of Pages: 32 pages

Reading Level: 2<sup>nd</sup> grade – 3<sup>rd</sup> grade

### BOOK SYNOPSIS

Howard B. Wigglebottom—a young rabbit—has a hard time listening. He has several bad situations, all directly related to him not listening. During a time-out at school, he rethinks how he really needs to do a better job listening. He then has positive things happen, even getting a star for really “listening.” He like his life better after he starts listening.

### LESSON OBJECTIVE

Listening and following rules keeps us safe and helps life run smoothly. We are in a better place, our friends are happier with us, and our teacher and parents are happier with our behavior when we take personal responsibility for listening and following rules. We are ready to learn when we listen to our teacher.

### LESSON MATERIALS AND ADVANCED PREPARATION

#### I Listen Jar

Materials: page of stars (included in the activity)

Advance preparation: Cut out the 30 stars (squares), cutting out around the square edge. Make rabbit ears on card stock or cardboard and attach to the “I LISTEN” jar (an example is drawn and included in this handout). You might choose to save time by merely writing the words “I LISTEN” on the board and drawing rabbit ears on the board.

#### Role Play Activity

No materials or preparation needed.

### KEY VOCABULARY AND CONCEPTS

**Listen** – to give attention and wait to carefully hear what is being said

### PRE-READING ACTIVITY

Show the front cover of the book. Say the title and ask the students if they have ever known a person whose last name is “Wigglebottom.” This book tells the story of a student, a rabbit who has a hard time listening, following instructions and rules, and staying out of trouble. Imagine if you were this rabbit and had a hard time sitting still and listening. Think about a time when you had a hard time listening to a teacher or parent.

### READ THE BOOK

## POST READING DISCUSSION

Ask the students what it would be like if no one listened and no one followed the teacher's instructions.

What rules or instructions are important to follow in school? Why?

- What rules or instructions are important for grownups to follow? Why?
- When is it hard to listen? (Possibly when someone like a mother, father, or teacher is telling us what we need to do----and possibly when we would rather be doing something else---something more fun.)
- When is it so important to listen carefully?

## POST READING ACTIVITY

### I Listen Jar

#### "I LISTEN" JAR (one jar for the classroom)



Make an **"I Listen Jar"** for the classroom. Use a see-through container, preferably plastic so the container won't break. For the container, you could use a large plastic peanut butter jar, a large plastic mayonnaise jar, a large plastic cup, or a large plastic pop bottle (with the pop bottle's top part cut off so you can insert the stars--template is included). Cut a paper band and write "I Listen" on the paper band, then attach the ears on the band, and finally tape the band with the ears around the top edge of the plastic jar (ears sticking up).

Cut out the 30 stars (squares are fine, so you don't have to cut all of the detailed star edges) included at the end of this lesson.

If you have more than 30 students, make more stars so each student has at least one chance to be recognized ---by placing a star for their good listening skills in the container.

Explain to the students that at random times during the day, when the teacher notices a student doing a good job at listening, the teacher will place a star (see page of stars) in the jar. At the end of the day have the teacher count the stars and compliment students' good listening skills.

*Time Saving Alternative:* Write on the board "I LISTEN" and draw rabbit ears on the board. Place the stars praising good listening skills below (attach with tape or magnets).

## Role Play Activity

On page 30, the book lists 6 important strategies to listening carefully. To simplify this to make the steps easier to remember---rather than 6 strategies, use the following 4 strategies.

- Look at the teacher and listen.
- Allow the teacher to finish what she/he is saying, listening all the way through without interrupting.
- Show the teacher that you are paying attention.
- Say OK and do what you are asked to do right away.

Role play (skits provided) with the students, practicing the four simplified steps.

*NOTE: With each skit, during and afterward, go through the 4 steps and make sure the students are following each of the steps. Offer plenty of praise to reinforce desired listening skills.*

(1) The teacher [parent volunteer] needs students to line up single file to get ready for going to the school library.

TEACHER: "I need each of you to stop what you are working on. Please look and listen. Stand up quietly---no talking---form a single line. Wait, for my OK before leaving the room."

- Did you look at me and listen?
- Did you allow me to finish what I was saying, listening all the way through without interrupting?
- Did you show me that you were paying attention?
- Did you say OK and do it right away?

(2) The teacher [parent volunteer] needs all students to pretend getting ready for a class visitor.

TEACHER: "Today our class is having a special visitor. Our visitor is from China and we want to greet her with a Chinese greeting, a special HELLO. However, instead of saying our English word, hello, we will say the word in Chinese.

The Chinese word to greet someone is pronounced "*knee how*" [ni hao]. Let's practice saying hello in Chinese so that we can greet our visitor in her native language. Repeat after me. First I will say "ni hao," then you will say "ni hao." Let's practice. [offer several attempts, praising the students for their good listening skills.]

*NOTE: Older students (grades 3-6) might enjoy watching a 3 ½-minute YOUTUBE video that shows several common phrases in Chinese: <https://www.youtube.com/watch?v=m1LWu81kWqE>*

- Did you look at me and listen?
- Did you allow me to finish what I was saying, listening all the way through without interrupting?
- Did you show me that you were paying attention?
- Did you say OK and do it right away?

(3) The teacher [parent volunteer] wants to talk with his/her class about waiting while grownups (teacher and principal) are talking in the classroom). The adult gives directions and the students follow the directions.

TEACHER: "I want to talk with you about a very important way to show respect for another person. We show respect by waiting patiently when we are told to quietly wait. [*Compliment the students for listening to what you are saying.*]

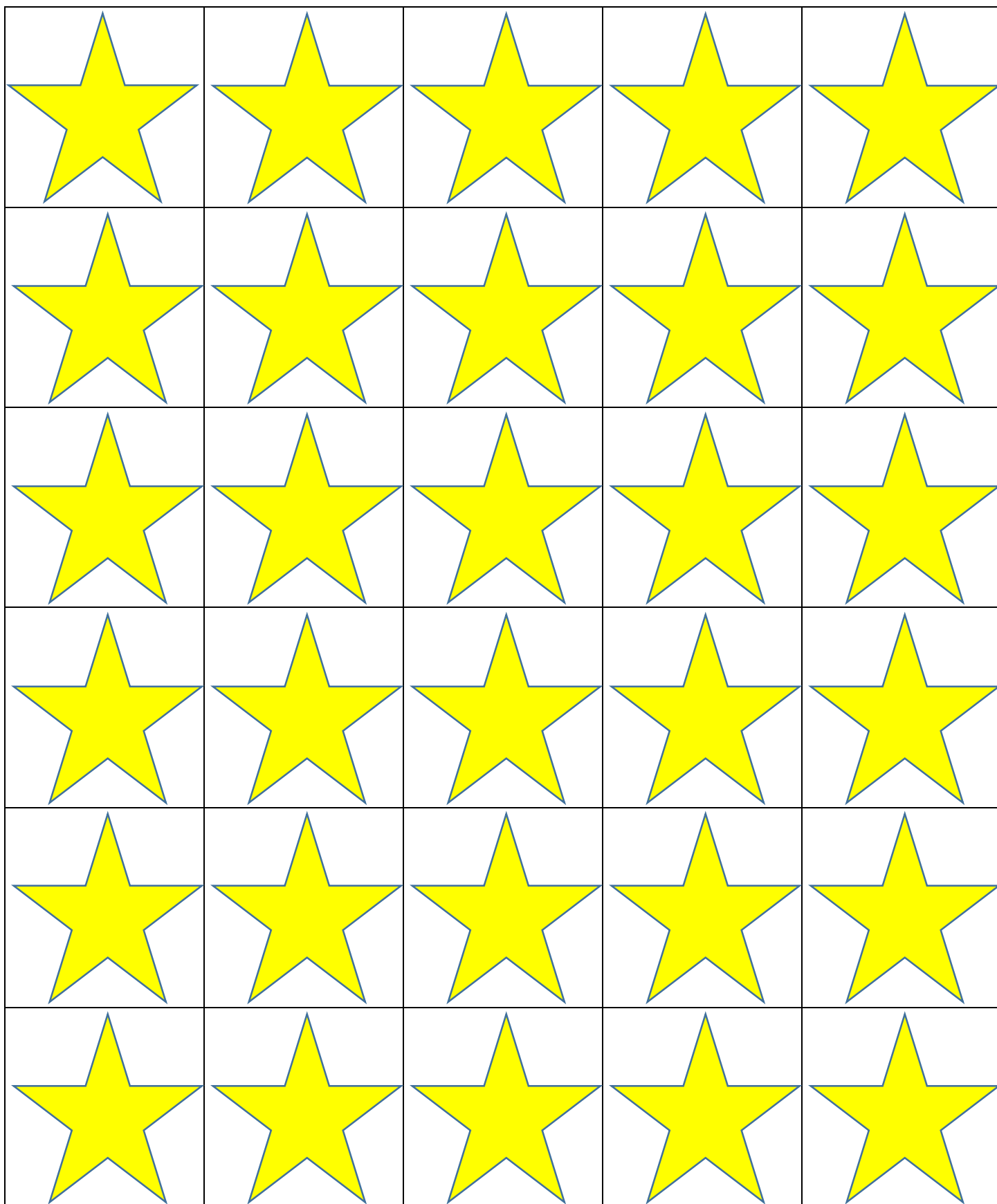
Sometimes we are excited to share our opinion or to tell an adult something. However, sometimes the adult is talking with another adult or is in the middle of something important. I want each of you to sit in your seat quietly, arms folded, no talking, while I talk with the principal who stepped into our classroom. The principal needs to talk with me. I will pretend I am your teacher and I want [*.....select a student*] to pretend that they are the principal. The principal and I will have a quiet conversation, which does not involve you. Please give me two minutes of quiet time." (For younger kids K-2, only use 1 minute of quiet time.)

Pretend to talk with the principal for 2 minutes.

- Did you look at me and listen?
- Did you allow me to finish what I was saying, listening all the way through without interrupting?
- Did you show me that you were paying attention?
- Did you say OK and do it right away?

## CLOSURE

Show the poster, “we learn to listen; we listen to learn” (provided), and hang the poster in the room. Remind the students of how important it is to “learn to listen” and then to “listen to learn.”





**I learn to listen**  
**I listen to learn.**

