

Good Listening Habits

Standard # 6

- ▣ Concentrate totally on what the other person is saying.
- ▣ Assume an attentive attitude. (Posture, eye contact)
- ▣ Take notes if appropriate.
- ▣ Don't interrupt.
- ▣ Don't jump to conclusions.
- ▣ Share responsibility for communication. (If you don't understand, ask for clarification.)
- ▣ Draw the other person out by asking for their opinion.
- ▣ Be aware of the speaker's non-verbal behavior.
- ▣ Ask pertinent questions and use rephrasing for clarification.
- ▣ Stay on track. Concentrate on the main topic.
- ▣ Identify the type of reasoning the speaker is using.
- ▣ If you disagree, use tact and diplomacy to share your point of view.
- ▣ Listen to what the speaker is NOT saying.
- ▣ Take a breath! Slow down. Ask for a time out to think about things.
- ▣ Be understanding if English is a second language. Ask the speaker to repeat. Don't say you understand unless you really do.
- ▣ Be sensitive to cultural differences. Other people may not talk and listen the same way you do. For example, in some cultures looking someone in the eye while listening is considered rude. In other cultures, it's just the opposite. If you aren't sure what is appropriate, ASK!

Point of View *(Analyzing how different people look at the same thing or situation)*

Survey 10 people about their positive and negative attitudes about pigs. Ask each person to list 3 positive things about pigs and 3 negative things about pigs. Collect the 10 sets of data and analyze the results. List three positive and three negative comments that were the most popular. List one comment that was unusual or unique. Describe how people felt about your survey.

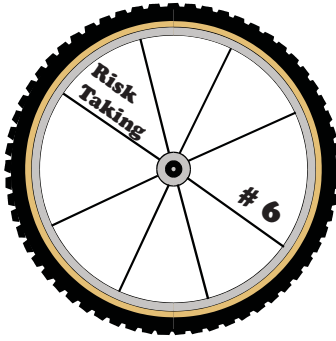
Reflection and Evaluation *(Examining carefully by appraising and assessing)*

Ask the library/media specialist to help you locate these books:

The Three Little Pigs
The Little Wolves and the Big Bad Pigs
The True Story of the 3 Little Pigs
The Three Little Javelinas

Read and enjoy each book. Then take some time to **really think** about each one. Consider the following questions:

- How are the stories alike and different?
- Which story makes you laugh the most? Why?
- How are the illustrations in each book alike and different?
- Were there any surprises in the books? Describe them.
- Which page from all the books has your favorite illustration? Why?
- List the different emotions that the characters were feeling in each book.
- Rank order the four books, listing your favorite first.
- Write a book review for ***The Three Little Pigs*** from the wolf's point of view.
- Ask your teacher for time to present an oral report using the four books.
- Choose one of the authors or illustrators and research their lives.
- Memorize one of the stories and present it with your classmates. Design props, make a costume, and play background music while you tell your story.



Risk Taking

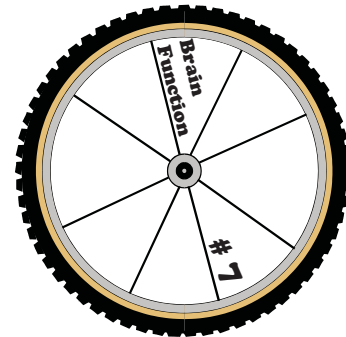
Standard # 2

Learning is a risky business. We learn from both our successes and failures. The sixth spoke deals with academic and physical risk taking. What might seem like very little, even no risk to some, may be an enormous step to others. All efforts must be acknowledged. Since it is only through risk taking that true learning happens, there must be reasonable boundaries established at the personal and/or class level.

Standard # 2

Brain Function

The human brain allows students to act, use their energy to produce, and to reflect. What we know and are continuing to learn about our brain's processing ability is that while we take in information, we also must have time to "let it sink in." During this time, our energy is focused inwardly as we contemplate and make sense out of what we are taking in and storing. This very special process also allows us to generate ideas and creative solutions. There are several strategies that assist in the process of taking in information and reflecting upon it:



A. Music

Music is being used in more and more classrooms to help students manage all the information being introduced to them. Using upbeat, faster tempo music awakens the brain, alerting it to the stimuli. Slower music tempos closer to a resting heartbeat allow the body and brain to more easily reflect on the information.

B. Hydration

Teachers and administrators are learning that hydration can make the difference between low and high achievement. Dehydration in a child's body can result in shortened attention span, memory loss, and lowered test scores. School boards, administrators, teachers, and parents should consider making water bottles an accepted policy.

C. Movement

There is a reason the very first one-room school houses included recess in their daily schedules. Moving the body is good for the brain. It is sad, understandable, yet shocking, that schools are eliminating recess. Safety issues, combined with testing pressures, have motivated many school boards to restrict and even eliminate activity outside the classroom. Less than 10% of elementary students participate in organized physical education more than once a week. Trained physical education teachers are usually high school coaches. The brain really is hooked to the backside! Teachers