

# Better Communication Skills: Listening, Discussions, and Speaking

**Grade Level or Special Area:** 7<sup>th</sup> Grade Language Arts

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**Length of Unit:** Four lessons, eight to nine fifty-five minute sessions

## I. ABSTRACT

This unit provides activities to help students become aware of the pitfalls of oral and written communication in the attempt that they come to realize the importance of order, clarity and specifics in their communication. The unit begins with listening activities and gives basic points for effective listening. Following this, some tips for productive group discussions are considered, and students hold discussion groups on high-interest topics. As a Culminating Activity, students write and deliver an original speech.

## II. OVERVIEW

### A. Concept Objectives

1. Students develop an awareness of interpersonal skills and problem-solving capabilities through group interaction and ... collaboration. (*Colorado Standard 1 for Theatre*)
2. Students understand how to write and speak for a variety of purposes and audiences. (*Colorado Standard 2 for Reading and Writing*)
3. Students recognize how to clarify opinions, compare impressions, share solutions, and develop skills for leadership and teamwork.
4. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing. (*Colorado Standard 4 for Reading and Writing*)

### B. Content from the *Core Knowledge Sequence*

1. Speaking and Listening - Participate civilly and productively in group discussions. (p. 157)
2. Speaking and Listening – Give a short speech to the class that is well-organized and well-supported. (p. 157)
3. Speaking and Listening – Demonstrate an ability to use standard pronunciation when speaking to large groups... (p. 157)

### C. Skill Objectives

1. Evaluate strengths and identify areas for improvement in [self and in] peer performance. (*Colorado Benchmark for 7<sup>th</sup> and 8<sup>th</sup> Grade Theatre*)
2. Write in a variety of genres... to persuade. (*Colorado Benchmark for 7<sup>th</sup> Grade Reading and Writing*)
3. Develop ideas and content with significant details, examples, and/or reasons. (*Colorado Benchmark for 7<sup>th</sup> Grade Reading and Writing*)
4. Plan, draft, revise, and edit for a legible final copy. (*Colorado Benchmark for 7<sup>th</sup> Grade Reading and Writing*)
5. Write with a voice appropriate to purpose and audience. (*Colorado Benchmark for 7<sup>th</sup> Grade Reading and Writing*)
6. Recognize an author's point of view and purpose. (*Colorado Benchmark for 7<sup>th</sup> Grade Reading and Writing*)
7. Use reading, writing, speaking, listening, and viewing to solve problems and answer questions. (*Colorado Benchmark for 7<sup>th</sup> Grade Reading and Writing*)

8. Inventory listening strategies and consider the basics in effective listening and what effective listening looks like.
9. Practice expressing ideas orally in an organized manner.
10. Practice theorizing, generalizing and making decisions.
11. ...write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling. (*Colorado Standard 3 for Reading and Writing*).

### III. BACKGROUND KNOWLEDGE

#### A. For Teachers

1. *Speaking and Listening: Instructional Philosophy and Teaching Strategies*. [Online]. Available URL: <http://www.sasked.gov.sk.ca/docs/mla/speak.htm>, date of Access: 7/19/02, has excellent pointers on teaching speaking and listening. However, the contents of Appendix B: Points to Remember on Listening, Appendix C: Guidelines for Discussion Groups, Appendix D: The Role of the Moderator, and Appendix I: The Speech Recipe may be sufficient background for the teacher.

#### B. For Students

1. Students will have acquired the skills necessary for competent spelling, and usage of a dictionary to check and correct words that present difficulty. (Grade 5)
2. Students will have the understanding of how to use a topic sentence, how to develop a paragraph with examples and details, as well as the mechanics of the writing process. (Grade 4)

### IV. RESOURCES

- A. About two hundred and fifty Legos grouped in baggies of ten each (Lesson Two)

### V. LESSONS

#### **Lesson One: Listening Skills – Listening Strategies and Points to Remember (one fifty-five minute session)**

##### A. *Daily Objectives*

1. Concept Objectives
  - a. Students recognize how to clarify opinions, compare impressions, share solutions, and develop skills for leadership and teamwork.
  - b. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
2. Lesson Content
  - a. Speaking and Listening – Participate civilly and productively in group discussions. (p. 157)
3. Skill Objective(s)
  - a. Inventory listening strategies, and consider the basics in effective listening and what effective listening looks like.
  - b. Evaluate strengths and identify areas for improvement in [self and in] peer performance.
  - c. Practice expressing ideas orally and in an organized manner.

##### B. *Materials*

1. Appendix A: Listening Strategies Questionnaire (one copy per student)
2. Appendix B: Points to Remember on Listening (one copy per student)
3. Colored markers or pencils

##### C. *Key Vocabulary*

1. Strategies – plans of action

- D. *Procedures/Activities*
1. Make two posters – one on the three basic steps to real listening, and the other on what good listening looks like. See Appendix B and step 4 below for this material. Post these posters in the classroom prior to beginning this unit.
  2. Begin the lesson by having students group themselves in pairs. Give each student a copy of Appendix A: Listening Strategies Questionnaire. Ask students to define strategies. Come to a consensus on this definition. Have each pair interview one another and record their partner’s answers on the questionnaire.
  3. Follow this activity with a group discussion. Ask students what they know about their listening behaviors. Ask them what they think it means to be an effective listener.
  4. Give each student a copy of Appendix B: Points to Remember on Listening. Read over handout together pointing out other courtesies good listeners should follow, such as letting the speaker finish before interrupting, listening for main ideas, and giving your speaker good eye contact. Have students complete their SLANT acronym in different colors. S stands for sit up, L for lean forward slightly, A for ask questions, N for nod and T for take notes.
- E. *Assessment/Evaluation*
1. Check to see that students did complete the Appendix A: Listening Strategies Questionnaire. Assign 5 points to this check.
  2. Check to see that students did complete the SLANT acronym on Appendix B: Some Points on Listening.
  3. Quiz (8 points) on the three basic steps for listening and on what the acronym SLANT stands for at the beginning of **Lesson Two**.

**VI. Lesson Two: Building With Legos: Practice in Order, Clarity, and Specifics in Expression and Practice in Attentive Listening (one fifty-five minute session)**

(this lesson is adapted from *Building a Structure With Legos: Oral Communication and Process Analysis* by Carol Szabo)

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students develop an awareness of interpersonal skills and problem-solving capabilities through group interaction and ... collaboration.
    - b. Students understand how to write and speak for a variety of purposes and audiences.
    - c. Students recognize how to clarify opinions, compare impressions, share solutions, and develop skills for leadership and teamwork.
    - d. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
  2. Lesson Content
    - a. Speaking and Listening – Participate civilly and productively in group discussions. (p. 157)
  3. Skill Objectives
    - a. Use reading, writing, speaking, listening, and viewing to solve problems and answer questions.
    - b. Evaluate strengths and identify areas for improvement in [self and in] peer performance.
    - c. Develop ideas and content with significant details, examples, and/or reasons.
    - d. Practice expressing ideas orally in an organized manner.

- B. *Materials*
1. One bag of Legos pieces per student; each pair of students must have identical Legos pieces in their bags – color, size and number
- C. *Key Vocabulary*
- None
- D. *Procedures/Activities*
1. Begin class with short quiz (8 points) on the three basic steps for listening and on what the acronym SLANT stands for.
  2. Have students group themselves in pairs. Give them each an identical bag of Legos – color, size, and number. Instruct them to set up their work area so that they can not see one another work. (For example, back to back.) One of the partners should build a configuration. Once completed he tells his partner how to replicate it. Neither student may look at each other’s work until after the structure is completed. Furthermore, the person building may not ask questions; he is to only follow the instructions given by his partner. Instruct students to complete this activity at least twice per person. (Each person should both receive and give instructions twice.) If there are an uneven number of students, have two receive instructions while one gives it. They will need to complete the activity three times. Between each construction, the partners should compare and discuss their success or failure in order to better communicate in their following trials.
  3. Follow this activity with a group discussion. Ask students what problems they encountered and how they solved them. What points are important to remember in effective speaking and listening?
- E. *Assessment/Evaluation*
1. Assess whether students experienced the need for order, clarity, and specifics during the group discussion about the activity.

**Lesson Three: Discussion Groups (three fifty-five minute sessions)**

- A. *Daily Objectives*
1. Concept Objectives
    - a. Students develop an awareness of interpersonal skills and problem-solving capabilities through group interaction and ... collaboration.
    - b. Students understand how to write and speak for a variety of purposes and audiences.
    - c. Students recognize how to clarify opinions, compare impressions, share solutions, and develop skills for leadership and teamwork.
    - d. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
  2. Lesson Content
    - a. Speaking and Listening – Participate civilly and productively in group discussions. (p.157)
  3. Skill Objectives
    - a. Use reading, writing, speaking, listening, and viewing to solve problems and answer questions.
    - b. Develop ideas and content with significant details, examples, and/or reasons.
    - c. Recognize an author’s point of view and purpose.
    - d. Practice expressing ideas orally in an organized manner.
    - e. Practice theorizing, generalizing, and making decisions.
    - f. Evaluate strengths and identify areas for improvement in [self and in] peer performance.

- B. *Materials*
1. Appendix C: Guidelines for Discussion Groups (one per student)
  2. Appendix D: The Role of the Moderator (one per student)
  3. Appendix E: Sample Rules for Discussion Groups
  4. Appendix F: Questions for Discussion (one per student)
  5. Appendix G: Assessment for Discussion Groups (one per student)
  6. Appendix H: Self-Assessment for Discussion Groups (one per student)
- C. *Key Vocabulary*
1. Paraphrase – to restate in other words
  2. Tact – the ability to say the most fitting thing
  3. Redundant – repetitive
  4. Persuasive – to have the ability to make someone believe something
  5. Decades – periods of ten years
  6. Coping – dealing with
  7. Hype – excessive or extravagant claims to the point of distortion
  8. Tamper – mess with
- D. *Procedures/Activities*
1. Start with soliciting student ideas on what is necessary for positive and effective group discussion.
  2. Give each student a copy of Appendix C: Guidelines for Discussion Groups. Ask students to define the word paraphrase. Come to a consensus on this definition. Then read the handout together.
  3. Give each student a copy of Appendix D: The Role of the Moderator. Ask students to define: tact, redundant, and paraphrase. Come to a consensus on these definitions. Read the handout together. When you come to the item, *Follow the rules established by our class for your discussion*, explain to students that that is the next step of this lesson.
  4. As a class, establish rules for the discussion groups. It is recommended that no more than five rules be established. Appendix E: Sample Rules for Discussion Groups lists five key rules for discussion groups for the teacher to refer to. The teacher may lead students to come up with a similar list of five, but it is not recommended that the teacher give these outright to the students. It is important that the students have ownership of these rules since they will have to abide by them and monitor them. For the same reason, if there is more than one class doing this activity each class should create their own list of rules. Also, as the class makes the rules, discuss them by giving examples and role-playing how to and how not to follow the established rules.
  5. Give each student a copy of Appendix F: Questions for Discussion. Ask students to define: decades, coping, hype and tamper. Come to a consensus on these definitions. Read the handout together.
  6. On a separate piece of paper, have students choose their top three choices of topics they would like to discuss from Appendix F: Questions for Discussion. On the same piece of paper have students indicate if they would like to volunteer to be a group moderator or if they would like to nominate another student whom they think would make a good moderator. Inform students that the teacher will decide on the final grouping and on who will serve as moderators.
  7. From student responses from step three above, place students into groups of three to five, assigning a moderator to each group.
  8. Give students their topic one day prior to having their discussions so that they can consider and form their viewpoints, or even do a bit of research. Also, meet

with your moderators and discuss with them the different directions their discussion might take.

9. Before beginning the discussions, review the purpose of the discussions, Appendix C: Guidelines for Discussion Groups, Appendix D: The Role of the Moderator, and the rules established by the class. Also, give each student a copy of Appendix G: Assessment for Discussion Group and Appendix H: Self-Assessment for Discussion Group. Read these handouts together before beginning the discussion groups. Allow approximately thirty minutes for the discussions and fifteen minutes for the groups to evaluate themselves.

E. *Assessment/Evaluation*

1. Appendix G: Assessment for Discussion Groups and Appendix H: Self-Assessment for Discussion Groups

**Lesson Four: The Speech Recipe (three to four fifty-five minute sessions)**

A. *Daily Objectives*

1. Concept Objective(s)
  - a. Students write and speak for a variety of purposes and audiences.
  - b. Students recognize how to clarify opinions, compare impressions, share solutions, and develop skills for leadership and teamwork.
  - c. Students understand how to apply thinking skills to their reading, writing, speaking, listening, and viewing.
2. Lesson Content
  - a. Speaking and Listening – Give a short speech to the class that is well-organized and well-supported. (p. 157)
  - b. Speaking and Listening – Demonstrate an ability to use standard pronunciation when speaking to large groups... (p. 157)
3. Skill Objectives
  - a. Evaluate strengths and identify areas for improvement in peer performance.
  - b. Write in a variety of genres...to persuade.
  - c. Develop ideas and content with significant details, examples, and/or reasons.
  - d. Plan, draft, revise, and edit for a legible final copy.
  - e. Write with a voice appropriate to purpose and audience.
  - f. Recognize an author's point of view and purpose.
  - g. ...write and speak using conventional grammar, usage, sentence structure, punctuation, capitalization, and spelling.
  - h. Use reading, writing, speaking, listening, and viewing to solve problems and answer questions.
  - i. Practice in expressing ideas orally in an organized manner.
  - j. Practice theorizing, generalizing and making decisions.

B. *Materials*

1. Appendix I: The Speech Recipe (one per student)
2. Appendix J: Speech Rubric (several per student)
3. Appendix K: Speech Recipe Card (one per student)
4. Appendix F: Questions for Discussion
5. Appendix L: End of Unit Writing Assignment (one per student)

C. *Key Vocabulary*

1. Theme – subject or topic
2. Provocative – exciting
3. Expandable – able to unfold

4. Poise – composure; holding oneself in a dignified manner; standing up straight
- D. *Procedures/Activities*
1. Give each student a copy of Appendix I: The Speech Recipe. Ask students to define: theme, provocative and expandable. Come to a consensus on these definitions. Read the handout together.
  2. Give each student a copy of Appendix J: Speech Rubric. Ask students to define the word poise. Come to a consensus on this definition. Read the handout together. Point out to students that when considering Standard English Pronunciation that having an accent is acceptable and that it differs from speaking in a non-grammatical way.
  3. Give each student a copy of Appendix K: Speech Recipe Card, and read together.
  4. Tell students that they are to choose one of the topics from Appendix F: Questions for Discussion (given to them in **Lesson Three**) on which to prepare a persuasive speech.
  5. Students should begin by completing Appendix K: Speech Recipe Card. Assign this as homework and collect to check that speech plans are adequate. This recipe card may be used as their cue card for their speech. Tell students that their speeches should be well organized and well supported. Have them refer to Appendix I: The Speech Recipe and its tips on speaking to guide them in their preparation. Also, have students read through Appendix J: Speech Rubric to see precisely how they will be graded. Speeches should range from one to three minutes in length. Grades will be calculated by the average score of the evaluations completed by students and the other half by the score that the teacher assesses. However, given the dynamics of your particular class, the teacher may want to alter this ratio.
  6. Set schedule for speeches and enjoy the performances!
  7. Give each student a copy of Appendix L: End of Unit Writing Assignment as a final assessment for this unit.
- E. *Assessment/Evaluation*
1. Check to see that Appendix K: Speech Recipe Card is adequately completed. Assign ten points to this check.
  2. Appendix J: The Speech Rubric

## VII. CULMINATING ACTIVITY

- A. Student Speeches from **Lesson Four**.
- B. Appendix L: End of Unit Writing Assignment

## VIII. HANDOUTS/WORKSHEETS

- A. Appendix A: Listening Strategies Questionnaire
- B. Appendix B: Points to Remember on Listening
- C. Appendix C: Guidelines for Discussion Groups
- D. Appendix D: The Role of the Moderator
- E. Appendix E: Sample Rules for Discussion Groups
- F. Appendix F: Questions for Discussion
- G. Appendix G: Assessment for Discussion Group
- H. Appendix H: Self-Assessment for Discussion Group
- I. Appendix I: The Speech Recipe
- J. Appendix J: Speech Rubric
- K. Appendix K: Speech Recipe Card
- L. Appendix L: End of Unit Writing Assignment

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**Appendix A**

**Listening Strategies Questionnaire**

**Interviewer** (asks questions and writes answers from their partner in the space provided): \_\_\_\_\_

**Interviewee:** \_\_\_\_\_

1. What do you do when you have difficulty hearing someone speak?

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2. What do you do when you have difficulty understanding what a speaker means?

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3. What do you usually do when you agree with a speaker's message?

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4. What do you usually do when you disagree with a speaker's message?

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**Appendix A, page 2**

5. What do you think your responsibility in any situation is as a listener?

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6. What things do you do to help yourself understand the message as you listen to someone speak?

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7. What is the most important thing you know about listening?

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(Adapted from: *Sample Listening Strategies Questionnaire*, [On-line]. Available URL: <http://www.sasked.gov.sk.ca/docs/mla/speak.html>)

## Appendix B

### Points to Remember on Listening

“Students listen to the equivalent of a book a day; talk the equivalent of a book a week; read the equivalent of a book a month; and write the equivalent of a book a year.” (*Buckley*)

“Of the four basic communication skills – speaking, reading, writing, and listening, - writing is taught most but used least. Listening is used most but taught least. Think of how much of your time each day is spent listening to your [parents, friends, and teachers]. Are you really getting the most out of each conversation? If not, you need to work on this skill.” (*Nagesh*)

#### **Real Listening is an active process which has three basic steps:**

(Quoted from: *Speaking and Listening Skills*)

**“Step One: Hearing.** Hearing just means listening enough to catch what the speaker is saying. For example, say you were listening to a report on zebras, and the speaker mentioned that no two are alike. If you can repeat the fact, then you have heard what has been said.

**Step Two: Understanding.** The next part of listening happens when you take what you have heard and understand it in your own way. Let’s go back to that report on zebras. When you hear that no two are alike, think about what that might mean. You might think, ‘Maybe this means that the pattern of stripes is different for each zebra.’

**Step Three: Judging.** After you are sure you understand what the speaker has said, think about whether it makes sense. Do you believe what you have heard? You might think, ‘How could the stripes to be different for every zebra? But then again, the fingerprints are different for every person. I think this seems believable.’

#### What Does Good Listening Look Like? (DePorter)

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## Appendix C

### Guidelines for Discussion Groups

- Be clear and focused on your purpose. In the class discussion in which you will participate, **your purpose will be to come to a clearer understanding of different viewpoints on a given topic.**
- **Listen** closely to **all** ideas. *All members should be considered equal. Of course, there will be individuals with more knowledge in certain areas than others, but no one person should be considered above the rest. Remember that sometimes answers to problems are found in unlikely places or people.*
- Be **courteous**.
- **Speak** so that all can hear.
- **Ask** probing questions.
- **Summarize** or paraphrase ideas.
- **Check** for agreement.
- Express **support** for one another (“That’s right.” “I never looked at it that way.”)
- When opinions differ, **remember that you are criticizing ideas** and not people. *No backstabbing other students outside of class for ideas they hold that you may not agree with.*
- Before you begin your discussion decide what role each member will take.
  1. **Moderator** – will be predetermined. See Appendix D: The Role of the Moderator for description.
  2. **Recorder** – is responsible for jotting down key points as the discussion progresses. This person will also be responsible for filling out Appendix F: Assessment for Discussion Group, based upon input from the entire group.
  3. **Timekeeper** – is responsible for making certain that the group discusses their topic and completes their assessments in the time allotted.
  4. **Housekeeper** – oversees any movement of furniture and/or materials and makes certain that they are returned to their proper place. *Everyone, however, must help.*
  5. **Co-moderator** – keeps the moderator in check, reminding him or her to remain neutral. *All members of the group must help the moderator in ensuring a discussion in which everyone participates.*

(Primary Source: *Speaking and Listening: Instructional Philosophy and Teaching Strategies*. [On-line]. Available URL: <http://www.sasked.gov.sk.ca/docs/mla/speak.htm>)

## Appendix D

### The Role of the Moderator

**Job Description:** This person's job is to guide the discussion. This person needs to have the ability to help keep the discussion on track. He or she needs plenty of tact as part of the job of being the moderator is not only to bring the more quiet members into the discussion, but also to cut redundant talk. This person must have the ability to move the conversation along without causing offense.

#### Tips for the Moderator:

- **Be prepared.** The moderator should know the group's purpose, and be familiar enough with the topic to have ideas about the different directions in which the discussion may lead.
- **Keep a friendly tone.** This person should be welcoming to all group members, and should help the group focus on ideas rather than personalities. A sense of humor to cut the ice at times is helpful.
- **Follow the rules established by our class for your discussion.**
- **The moderator should remain neutral** - that means he or she does not express his or her opinion on the topic. Instead, the moderator's focus is to guide the conversation according to the rules set.
- **Keep alert and help the group proceed.** Not only should the moderator keep the group focused on their purpose, but he or she should also keep track of who has and has not contributed to the discussion. It is the moderator's job to bring these individuals into the discussion. *An important note: it is not solely the job of the moderator to keep focused and ensure that everyone contributes. It is everybody's job to stay on the topic and to ensure that everybody in the group speaks.* The moderator should not answer too many questions, but should rather say little and allow other participants to respond directly to one another. If the group is going astray, the moderator should restate the rules to the group.
- **Help group grasp the content.** If a wide range of views is not being expressed, help the group by introducing other ways of looking at the topic. Ask group members the reasons for their opinions. Summarize what has been said occasionally, or have the recorder or another group member do so. Help group reach some agreement in their discussion.
- **Some useful questions:**
  - What seems to be the main point here?
  - What is at the bottom of your disagreement?
  - Does anyone want to add to or challenge that point?
  - Could you give an example to support your point?
  - Could you help us understand the reasons for your opinion?
  - Why might people who hold that opinion think that way?
  - What would be a strong argument against what you just said?
  - What do you find most persuasive about that idea?
  - What is it about that viewpoint that you can not agree with?
  - Are there any viewpoints on which most of us would agree?
- **Leave enough time to close the discussion. Ways to close the discussion:**
  - Ask the group for their final thoughts on the topic.
  - Ask group members to share any new ideas they've had because of the discussion.
  - Thank everyone for his or her participation.
  - Evaluate the group process (Appendix F: Assessment for Discussion Group and Appendix G: Self-Assessment for Discussion Group). **Required.**

(Adapted from: *Tips for Effective Discussion Leadership*. [On-line.] Available URL: [http://www.globallearningnj.org/global\\_ata/tips\\_for\\_effective\\_discussion\\_le.htm](http://www.globallearningnj.org/global_ata/tips_for_effective_discussion_le.htm))

## Appendix E

### Sample Rules for Discussion Groups

1. It is everybody's responsibility to make certain that everybody talks. *If you talk a lot, you need to bite your tongue and make an effort to let others also speak. If you are a person who usually doesn't participate, you must force yourself to speak!*
2. All views and special roles will be respected and must be encouraged. *Put-downs, name-calling, and personal attacks are not allowed.*
3. Only one person speaks at a time.
4. The speaker must be listened to.
5. Stay on the topic *and in your seat.*

## Appendix F

### Questions for Discussion

*Your purpose is to explore the responses to your group's question in order to develop each group member's knowledge or understanding of the material being discussed. Remember your purpose as you discuss. This is not a debate. Refer to Appendix C: Guidelines for Discussion Groups and to Appendix D: The Role of the Moderator (especially the rules). Leave the last 15 minutes of class to complete the assessments. If you do not complete Appendix G: Self-Assessment for Discussion Groups during class, please complete it as homework.*

- In the past few decades, schools have been increasingly coping with violence on their campuses worldwide. What measures do you think should be taken to prevent violence in schools?
- Euthanasia (the act of killing a person before the natural time of their death because it is understood that they are suffering) has been a hot topic of debate worldwide. Is there a difference between *active* euthanasia (doctor taking an active role in “killing” their patient, for example, knowingly giving them extra morphine) and *passive* euthanasia (doctor may withhold treatment which kills a patient)? Should euthanasia be up to the patient, the family, or should it never be done?
- “The media knows how to sell you a story. Make it sexy. Make it scary. But does all the hype make it less accurate?” (*Stossel*)
- “Worried that we’re on the verge of environmental Armageddon (the final battle; the end)? Some radical activists might think we’re wrong to tamper with Mother Earth. But hasn’t tampering with nature been good for humans?” (*Stossel*)
- “Among adolescents cliques rule and kids yearn to be popular. What makes someone ‘cool’? Is part of being popular being mean? What do you think schools can do to make things better?” (*Stossel*)

(Stossel, John, *John Stossel's Discussion Forum*, July 15, 2002. [On-line.] Available URL: <http://abcnews.go.com/sections/2020/ABCNEWSsp>)

## Appendix G

### Assessment for Discussion Group

Date: \_\_\_\_\_

*(One form per group completed by one group member, based upon the agreement of the entire group.)*

Names: \_\_\_\_\_

Topic of Discussion:

\_\_\_\_\_

Check the appropriate box. An example is required to support your selection.

	Yes	No	Some- times	Example
Everyone participated in the discussion.				
The group was supportive of one another and maintained a friendly environment even when members disagreed.				
When members didn't understand, they asked one another questions.				
The group stuck to their purpose, and the discussion did not wander.				
Members showed enthusiasm toward the task at hand.				

**Appendix G, page 2**

What was the best thing about the way the group worked together?

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Name one problem your group had.

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How did you solve it?

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Should our established rules be modified? If yes, what needs to be changed?

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List at least one specific thing that could have been done to improve your group's discussion?

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(Adapted from: *Sample Assessment Form For Discussion Group Performance*, [On-line.] Available URL: <http://www.sasked.gov.sk.ca/docs/mla/listen.html>)

## Appendix H

### Self-Assessment for Discussion Group

Date: \_\_\_\_\_

(One form completed per student.)

Name: \_\_\_\_\_

Topic of Discussion:

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Check the appropriate box. An example is required to support your selection.

	Yes	No	Some- times	Example
I participated in the group by sharing my ideas.				
I spoke clearly so that everyone in my group could hear.				
When I didn't understand I asked questions.				
I gave reasons for my opinions.				
I answered other's questions, and restated my ideas when necessary.				
I encouraged other members to participate.				
I criticized ideas, but not people; I helped keep the group friendly and supportive.				

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I was courteous and listened carefully to others, even when I didn't agree with them.				
I tried to understand other's ideas and expand on them.				
I helped the group remain focused on our purpose.				
I showed enthusiasm toward the task at hand.				
I came to a clearer understanding of different viewpoints on our topic of discussion.				

My most important contribution to the group was:

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List at least two specific things that you could have done to improve your group's discussion.

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(Adapted from: *Sample Assessment Form For Discussion Group Performance*, [On-line.] Available URL: <http://www.sasked.gov.sk.ca/docs/mla/listen.html>)

## Appendix I

### The Speech Recipe (quoted from CASAA)

“...The organized speech ... follow[s] the following three-point recipe:

- **HEADLINE**  
Capture your audience’s attention by giving them a reason for listening. This establishes a theme for your speech and can be a provocative quote, statistic, or story. The thesis or main idea of your speech is then presented here, and it relates to your theme. This is where you tell your audience what you are going to talk about.
- **MAIN BODY**  
Break your idea into separate points (three is suggested) that explain or support your thesis and expand upon your theme. This is where your audience is told about your topic.
- **ECHO**  
Revisit your headline and summarize your main idea by referring back to the points made in your main body. This provides your audience with a complete package and tells them what you have told them.

### Ingredients

One headline [a grabber]  
One expandable thesis or plan  
Three points to support your thesis or plan  
One conclusion

### Tips on speaking

- Keep it focused. When you are writing, decide on your objective. Delete everything that is not related to your objective.
- Edit. Don’t settle for your first draft.
- “Think and speak in outline terms.” (CASAA) This will help you avoid simply reading your speech to your audience.
- Don’t apologize, or point out mistakes. *You’re* the expert.
- Be honest. If you don’t know, say so.
- Be yourself.
- Be confident.
- Stand up straight!
- Use a prop. This can serve as a sort of security blanket – something besides the audience to look to, and something besides you for the audience to look at. You may even find it useful to write yourself prompts on your prop.
- Practice, practice, practice! A key ingredient in performing well will be based on whether or not you have adequately practiced your speech. Practice by reading your speech aloud to a small audience of friends or to yourself in mirror.

(*Public Speaking* from Canadian Association of Student Activity Advisors (CASAA), [On-line.] Available URL: <http://www.casaa-resources.net/resources/sourcebook/acquiring-leadership-skills/public-speaking>)

## Appendix J

### Speech Rubric

Choose one of the topics from Appendix E: Questions for Discussion on which to prepare a persuasive speech. Begin by completing Appendix J: Speech Recipe Card. This recipe card may be used as your cue card for your speech. Your speech should be well organized and well supported. Use the speech recipe and tips on speaking to guide you in your preparation. Also, refer to the rubric below that will be used to grade you. Your speech should be from one to three minutes in length. Half of your grade will be calculated by the average score of the evaluations completed by your peers and the other half by the score that I assess.

Name of Speaker: \_\_\_\_\_

Name of Evaluator: \_\_\_\_\_

<p><b>Message:</b>                  Clarity. I understood what the speaker’s point was. (Sometimes = 2; Rarely = 1)      <b>3 points</b>                  There were at least three details that supported the speaker’s thesis. (Two details = 2; One detail = 1)      <b>3 points</b>                  Organization. There was a logical flow of ideas. The speech had an introduction, main body, and final summary. (Two of the three parts were clear = 2; One of the three parts was clear = 1)      <b>3 points</b></p> <p><b>Delivery:</b>                  Speaker stood straight up      <b>2 pts.</b>                  Standard English pronunciation (Accent is one thing and non-grammatical is another.)      <b>2 pts.</b>                  Eye Contact      <b>2 pts.</b>                  Voice Volume      <b>2 pts.</b>                  Variance of pitch and rate      <b>2 pts.</b>                  Speaker was well-prepared.      <b>2 pts.</b>                  Speaker demonstrated an appropriate level of enthusiasm      <b>2 pts.</b></p> <p><b>Classroom Behavior</b>      <b>2 pts.</b>                  The speaker behaved in a considerate manner while others were delivering their speeches.</p>	
<b>Total</b>	/25

*Student Evaluator,*  
 On the back of this page please write down what you may have learned from this speech, if there were any ideas presented that changed your thinking, and/or something especially good that the speaker did.

Appendix K

Speech Recipe Card

*Introduction*

Headline: \_\_\_\_\_

What you will be talking about: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

*Main Body*

Point One: \_\_\_\_\_

Detail 1. \_\_\_\_\_

Detail 2. \_\_\_\_\_

Detail 3. \_\_\_\_\_

Point Two: \_\_\_\_\_

Detail 1. \_\_\_\_\_

Detail 2. \_\_\_\_\_

Detail 3. \_\_\_\_\_

Point Three: \_\_\_\_\_

Detail 1. \_\_\_\_\_

Detail 2. \_\_\_\_\_

Detail 3. \_\_\_\_\_

*Conclusion*

1. Summary: \_\_\_\_\_

2. Echo: \_\_\_\_\_

*You may use the above recipe card as your cue card for your speech.*

(From: *Public Speaking* from Canadian Association of Student Activity Advisors (CASAA), [On-line.] Available URL: <http://www.casaa-resources.net/resources/sourcebook/aquiring-leadership-skills/public-speaking>)

## Appendix L

### End of Unit Writing Assignment

Write a reflective essay, one to two pages, on either what it means to look deeper into listening and speaking, or on what you now know about listening and speaking that you didn't know before this unit. Use Appendix I: The Speech Recipe and Appendix K: The Speech Recipe Card to help you organize your essay. Refer to the following rubric to check on the specifics of what you will be graded on.

#### Essay Rubric

<p><b>Ideas and Content:</b> The writing is clear, specific, and has enough detail to keep a reader's attention. (Exemplary = 5; Developing = 3-4; Beginning = 1-2) <b>5 points</b></p> <p><b>Organization</b> The writer tells things in an order that moves the reader through the text and makes sense. The piece has a clear beginning, middle and end. (Exemplary = 5; Developing = 3-4; Beginning = 1-2) <b>5 points</b></p> <p><b>Voice</b> The writer's own individual voice can be heard. The writing is sincere and reveals what he/she truly thinks. (Exemplary = 5; Developing = 3-4; Beginning = 1-2) <b>5 points</b></p> <p><b>Word Choice</b> The writer uses words that make the message clear, interesting and natural. (Exemplary = 5; Developing = 3-4; Beginning = 1-2) <b>5 points</b></p> <p><b>Sentence Fluency</b> The paper is easily read aloud. The sentences vary in length and structure, and every one is clear. (Exemplary = 5; Developing = 3-4; Beginning = 1-2) <b>5 points</b></p> <p><b>Writing Conventions</b> There are no glaring errors. The conventions (spelling, grammar and punctuation, paragraphs, capitalization) are used well and make it easy to read the paper. The paper is neatly written (in pen, on clean-edged paper) or typed (Times New Roman font, font size 12). (Exemplary = 10; Advanced = 7-9; Developing = 5-7; Beginning 1-4) <b>10 points</b></p> <p><b>Total</b></p>	<p><b>/35</b></p>
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(Source: Culham, Ruth and Vicki Spandel, *The Student Friendly Guide to Writing with Traits*, Oregon: Northwest Regional Educational Laboratory, 1991)