

Chapter 2

Lesson 8

Gathering Information

Theme: Decision Making and Communication Skills

Lesson Objective:

Students will use communication skills to gather information. Students will use information to make decision. Students will state differences between facts and opinions. Students will identify good listening skills. (See matrix for Arizona Academic/Adult Standards).

Steps to Follow:

“One of the best ways to get people to listen to you, is to listen to them.” --Genie Z. Laborde in *Influencing with Integrity*

“People talking without speaking, people hearing without listening...” -- Paul Simon in *Sounds of Silence*

1. Review: Step 1 Self-talk, say the litany and Step 2 Gather Information
2. Discuss quotations.
3. This lesson shows the importance of knowing fact from opinion and of listening skills in order to get accurate information.

Gather information by asking questions. Are you gathering facts or opinions?

1. Ask: Define “fact” and “opinion.” Give examples.
2. How does your knowing if information is fact or opinion help clear thinking and decision-making?
3. Can you prove an opinion with additional information and then change the opinion into a fact? (Yes, sometimes. “Men are worse drivers than women.” Although this is an opinion, accident statistics from the DOT or Auto Insurance Board might turn this into a fact.) Give other examples.
4. What words do people often use to show you’re getting their opinion? (include “always” and “never” also as indicators that the information is probably not fact. Give examples.)
5. Are facts or opinions more valuable when you’re gathering information? (No)

6. If someone is giving you their opinion, what strategies can keep you from making assumptions or jumping to conclusions? (e.g. stop and think, listen, ask, rephrase and say back to the speaker to make sure you understand).

Gather Information by listening to other people.

1. Discuss why listening can be difficult (many of the same reasons observing can be difficult).
2. Point out that when a person stops and thinks ahead, they give themselves a chance to set the stage to their advantage. For example, they can plan to ask to have information repeated, bring supplies to take notes, ask for examples if they don't understand, ask to move the conversation to a quiet spot.
3. Complete *Are You Listening?* S1
4. Read and complete *Power Listening* S2.
5. Use activity most appropriate for your students; *Clear Directions* S3 or *Communicate* S3.

Materials:

Are You Listening? S1
Power Listening S2
Clear Directions S3
Communicate S4

Evaluation:

Rubric

Enrichment:

Goldstein, *Skill Streaming the Adolescent*. Social Skills: Giving Instructions, Following Instructions, Concentrating on a Task

Are You Listening?

S1

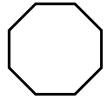
For each statement decide if you do this often, sometimes or seldom.
NOTICE that #8-14 the scale is reversed.

	Often	Sometimes	Seldom
1. You ask questions if you don't understand what's being said	1	2	3
2. You notice non-verbal communication, like facial expressions and posture	1	2	3
3. When the other person is speaking, you are listening not thinking about what you'll say next	1	2	3
4. You take notes to remember what has been said	1	2	3
5. You listen to get the whole picture, not just bits and pieces	1	2	3
6. You let the other person know you are listening. You nod or say things like, "Yes," "I see," "Umhum."	1	2	3
7. You use reflective listening. This is repeating what the person said using your own words	1	2	3
8. <i>You stop listening when you think it will be too hard to understand</i>	3	2	1
9. <i>You interrupt when someone else is talking</i>	3	2	1
10. <i>You finish the other person's sentences when they pause or hesitate.</i>	3	2	1
11. <i>Certain words or phrases prejudice you so you stop listening with an open mind</i>	3	2	1
12. <i>You get distracted by sights and sounds</i>	3	2	1
13. <i>You talk too much</i>	3	2	1
14. <i>You decide by the person's looks or speech that you aren't going to listen</i>	3	2	1

Add all the numbers you circled and see where you fall on the listening scale.

1 – 14	The Perfect Listener (Nobody is that good.)
15 – 23	Very good listening skills
24 – 32	Average listening skills. Could use some work.
33 – 41	Below average. Need improvement.
42 -	Your listening skills need serious improvement.

Think About It:



1. Decide if you agree or disagree with this proverb, “Actions speak louder than words.”
2. Make a web to organize the reasons and examples that support your opinion.
3. Use your web to write a paragraph of at least 50 words. Include a topic sentence and examples that illustrate your points.

POWER LISTENING

S2

What's the difference between hearing and listening? Which is passive, which is active?

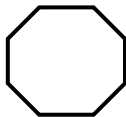
Listening can be more tiring than talking. That's because it demands intellectual, and often, emotional effort. Unlike hearing, listening requires thought and concentration. It's so easy to let your mind wander. Words spoken to you come at the rate of 90 to 200 a minute. Our rate of thought is much faster than that. A slow speaker is using only a small fraction of our listening and thinking capacity; we lose concentration.

The effort to listen pays off, Tom Peters (*Thriving on Chaos*) points out. Strong listening skills can have a tremendous impact on success in your personal and business life. When a person knows how to really listen, he gains an advantage. He is more able to receive and remember knowledge.

Listening is also a key factor in understanding and influencing other people.

Become a "power listener." What do you think that is? What skills do power listeners use? Phillip Hunsaker and Anthony Alessandra give tips for power listening in *The Art of Managing People*:

- Don't interrupt
- Listen for main ideas
- Concentrate on substance, not style
- Fight distractions
- Stifle anger
- Take brief notes
- Let others talk first
- Empathize
- Withhold judgment
- React to the message
- Read the feelings between the lines
- Ask questions



Think About It:

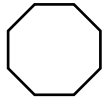
1. Look at the list of tips.
2. Think about becoming a power listener. What would be difficult for you? Easy for you?
3. Write
 - Make a web, with "become a power listener" in the center. Around the web add details, examples and information from the article and your thoughts from #2 above.
 - Use your web to write a paragraph of 75-100 words on the topic **Become a Power Listener**. Include a title, a topic sentence, details and examples that support your main idea.

Objective: The student will provide clear, accurate directions to enable another person to correctly complete a given task.

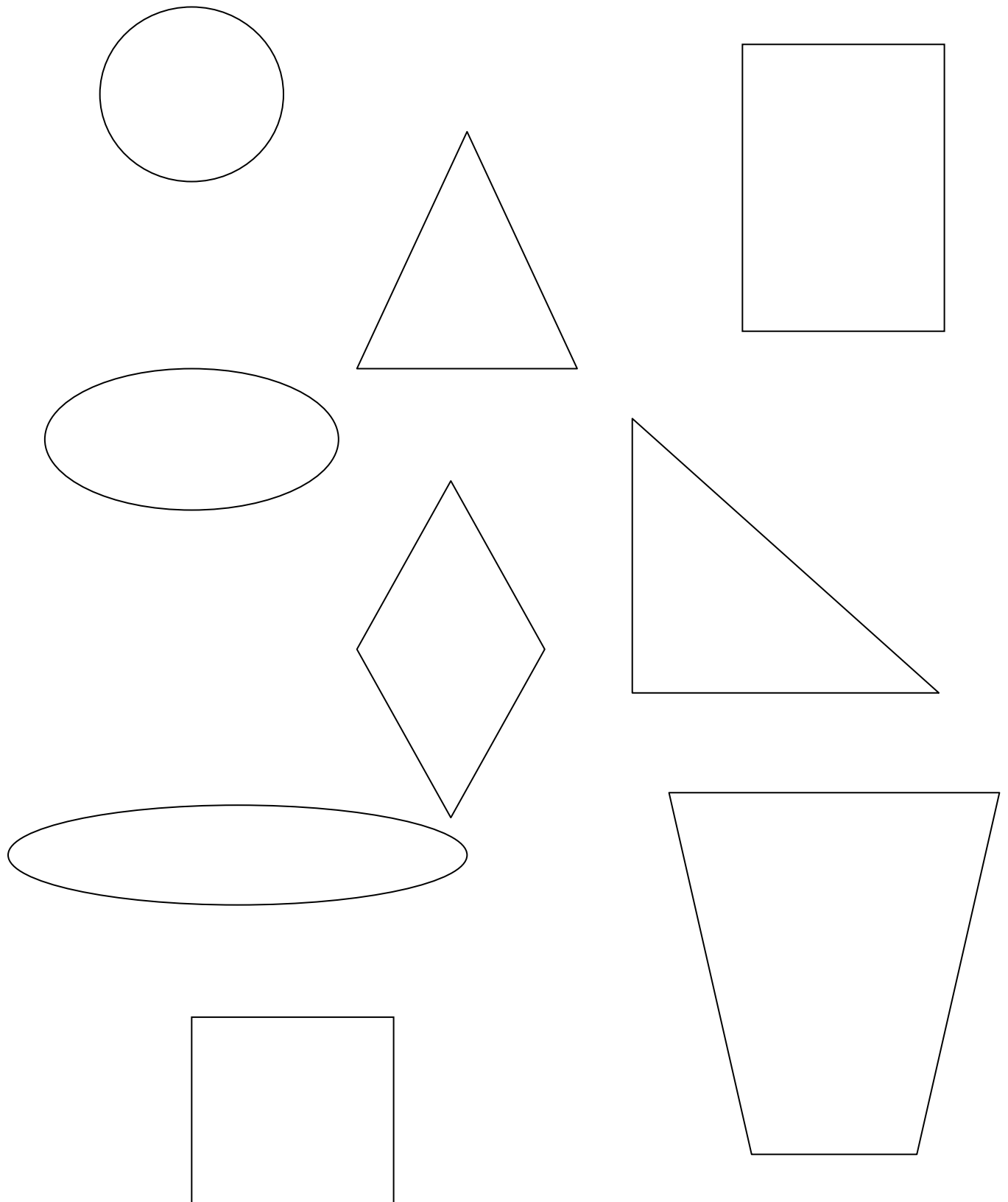
Steps

1. Prepare ahead – color and cut out shapes on next page (or use math manipulative or have the students do this). Each pair of students needs two exact sets of shapes (same color, same shape).
2. Divide students into pairs. Assign roles of Instructor and Listener. Assign several students as Observers to circulate around the classroom and observe the communications of the different pairs. Use the Power Listener Tips to guide the observations. Players sit back to back with pieces on a flat surface in front so neither set can be seen by the other player.
3. The Instructor arranges shapes into a design, communicating the location and placement of each shape as the design takes form.
4. The Listener's task is to duplicate the instructor's design. The Listener **MAY NOT ASK QUESTIONS!**
5. When all the shapes have been placed, designs are compared for sameness.
6. Listener and Instructor discuss problems from both sides of the activity and suggest solutions.
7. Roles are reversed and the activity is repeated.
8. Observers give feedback to group (or pairs).

Think About It:



1. Did the activity go better the second time? Did your solutions work?
2. Why were some pairs successful, some not?
3. Do you agree/disagree with the Observers' comments?
4. Observers – what do you think would have helped the pairs the most?



Clear Directions

S4

Objective: The student will provide clear, accurate directions to enable another person to correctly complete a given task.

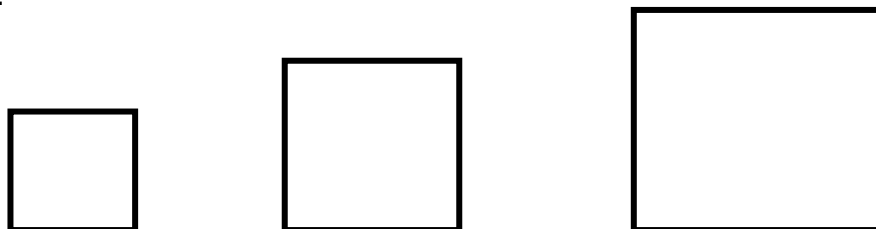
Steps

Students will be given oral directions (read by the teacher) for the first part of this activity on the worksheet "Clear Directions." They are to draw geometric figures in a specific pattern. On the second part, they are to give directions for someone else to follow.

1. Tell students the following set of directions as if you really expected them to comply:
 - a. "Take out a pencil, put it in your left hand, no ~ make that your right hand,
 - b. draw two or four concentric circles, shade the middle one in, fold your paper in half or thirds if you want to,
 - c. and then place it in the upper or right-hand corner of the desk and write your address in Chinese on the top"
2. When students look at you in disbelief, ask them what was difficult about that task. (too many directions; given too fast; directions were changed; directions were unclear; they were asked to do things they probably didn't know how to do; etc«)
3. Have students suggest better ways to give instructions for that type of task.

Instructions for Part 1:

1. You will be drawing three squares. Make the first square small. Leave a little space. Then draw a second square to the right of the first one. This square should be medium-sized. The bottom line should be in line with the first square. The third square should be little bigger than the other two. It too should have the bottom line on the same level as the other two.



2. You will be drawing three circles, in a line. The first circle should be small. Color in the entire circle. The second circle is the same size as the first. Draw it to the right of the first one. Then draw a line in the circle to cut it in half. The line should go from top to bottom. Shade in the left half of the circle. The last circle should be bigger. Draw this circle so that the bottom of it is in line with the other two. Then draw a line going up and down that cuts the big circle in half.



3. Draw a medium-sized square. In the middle of the square, draw a small circle. Make sure the outline of the circle does not touch any part of the square. Cut the circle into four equal parts by drawing two lines, one up and down, the other, sideways. Shade in the bottom right-hand section of the circle.



4. There are three figures in this drawing. First draw a small triangle. Cut the triangle in half by drawing a line from the point at the top to the base. Shade in the right half of the triangle. Now draw a small circle on top of the triangle, so that the point of the triangle touches the bottom of the circle. Divide the circle into four equal parts by drawing two lines: one up and down; the other, sideways. Shade in the upper right-hand section of the circle. Then draw a rectangle on top of the circle so that they touch in only one point. Make sure the long part of the rectangle is going sideways. Cut the rectangle into four equal parts by drawing two lines: one up and down; the other, sideways. Shade in the upper left-hand section.



Directions for Part 2:

The student will write directions that would enable someone else to draw the figures on the sheet.

Examples:

1. There will be three figures in a row. The first one is a small square. Leave a small space to the right and draw the second, a medium-sized triangle with the base on the same line as the bottom of the square. The third is a square, the same size as the first square. Shade it in completely

2. Draw a rectangle with the long side going across. Then draw another rectangle of the same size, but with the long side going up. The two rectangles should be touching each other like this: the short side of the second rectangle should be on the same line as the bottom of the first rectangle so that the whole short side of the first rectangle touches the second rectangle. Then go to the first rectangle and find the middle of the top long side. Draw a big black dot on that line so that half of the dot is below the line and half is above.

Discussion: Students will probably have a lot to say about how hard or fun this task was. Go over the following questions:

1. What helped make the directions clear when you were given things to draw?
2. What directions seemed confusing?
3. How was using shapes an easier task than if you were supposed to draw a dog or a house? (Consistent, all agree on what a shape looks like)
4. What was hard about writing directions for someone else?
5. What parts were most confusing when you had to direct someone else to draw a picture?

Evaluation:

- a. Given a specific geometric drawing, write out clear directions for how someone else could reproduce the drawing without seeing the picture.
- b. Given specific written or verbal instructions, draw the pattern or figures described.

Name: _____ Date: _____

STUDENT WORKSHEET
Clear Directions

Directions:

For Part 1: draw the figures you hear described

For Part 2: you will write clear directions for someone else to follow in order to draw the figures you see. Use the back of this sheet for your directions.

Part 1:

1.

2.

3.

4.

Part 2

