

Unit 3 Lessons:

Lesson 1-We learned about what Communication Bloopers and Boosters were and how to recognize them. Reading from a script and understanding when we are doing certain skills (Bloopers such as interrupting or ignoring, Boosters-Listening and supporting)

Talk to the students about what it means to show Bloopers and Boosters in a conversation and why working on certain skills is important.

Lesson 2-Students will be working on listening and supporting their classmates. The students will be working with a partner to find as many words as they can with the set of letters they are giving. They are supposed to be focusing on listening and supporting their classmates. Attached are the letters that the students are supposed to use for finding the words. Have them use a blank sheet of paper so they can keep track of the words that they have found. Once 5 minutes are up have your student count the amount of words that they found.

Attached to this document is also a reflection sheet that your student and their partner can fill out together that asks them how they feel the activity went and if they listened and supported one another.

Lesson 3-Collaboration in action-working together in teams and how do we use the skills that we have learned about. Deciding as a group **five** items to take with on a desert island (or in a quarantine 🤒). Two people should take on the role of an observer which means they watch for the team making Bloopers or Boosters (you can assign one person to each role so it is easier). Everytime the person sees a Blooper or Booster happening the put a ticket down. If you are doing this with your family it may be easier to have it so there is only 1 person doing the observing and everyone else is talking. At the end of 10 minutes the Observers will count up the amount of tickets that the team got. Boosters add one point toward the team score and Bloopers take 1 point away from the team score. The survival points were where everyone in the class would agreed that the item would be necessary on the desert island or in quarantine they could add one point to their score (with a total of five points being available). Once all of the points have been calculated find your total score. The point of this activity was for the students to get more practice understanding Bloopers and Boosters and how they can affect our language.

After the game has been completed talk to your student about what might have been difficult during the game and why showing those certain skills is so important.

I also have all of this information online for all of the parents to look at as well. If you have any questions please feel free to email me at

mcrall@co-u.net

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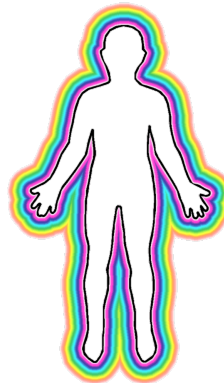
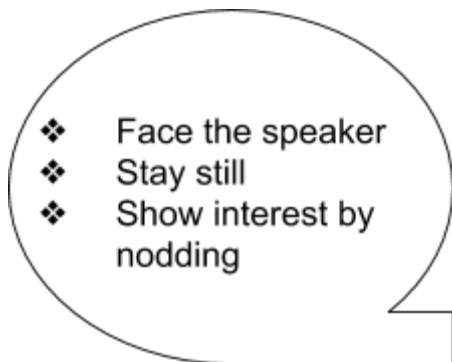
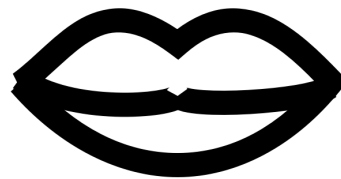
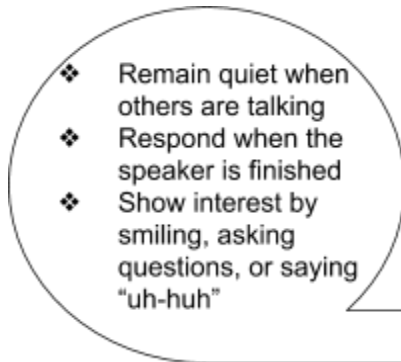
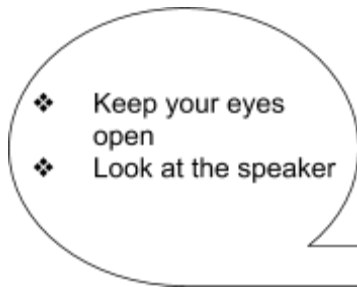
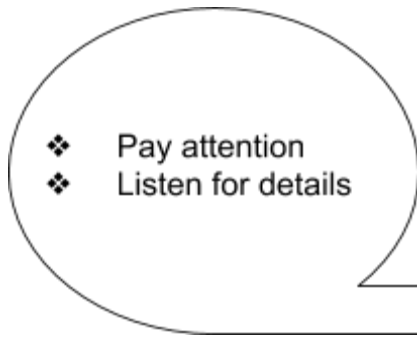
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Active Listening



Supporting Others

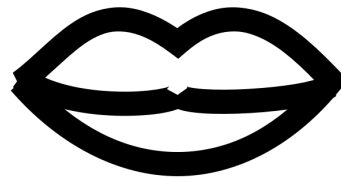
- ❖ Listen for clues that someone might need help
- ❖ Listen to the concerns of others



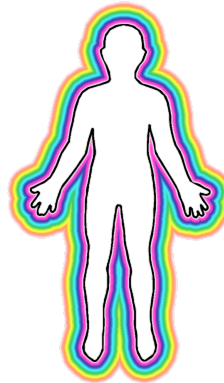
- ❖ Look for ways to encourage others
- ❖ Watch for situations where someone might need help







- ❖ Check in with others
- ❖ Answer questions
- ❖ Provide encouragement
- ❖ Ask others if they need help



- ❖ Lend a hand
- ❖ Help others when they are in need



How well did we actively listen?		Check the box if the statement applies to you and your buddy
Ears 		
1. We paid attention to each other.		
2. We listened for details.		
Eyes 		
3. We kept our eyes open.		
4. We kept our eyes focused on each other.		
Mouth 		
5. We remained quiet when others were talking.		
6. We showed interest by smiling, asking questions, or saying "yes or uh-huh."		
7. After we finished speaking we responded to each other		
Body 		
8. We faced the speaker		
9. We stayed still when each other was talking		
10. We showed interest by nodding		

Which of these active listening techniques did you have the hardest time with?

What are you going to do next time to be better active listeners?

How well did we support others?

Check the box if the statement applies to you and your buddy



1. We listened for clues that someone needed help.

2. We listened to the concerns of others.



3. We watched for ways to encourage each other.

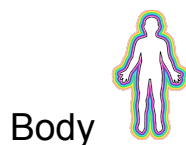
4. We watched for situations in which someone needed help.



5. We checked in with each other

6. We answered each other's questions

7. We provided encouragement to each other



8. We lent each other a hand

9. We helped each other when we were in need

Which of these techniques did you have the hardest time with?

What are you going to do next time to better support each other?

Collaboration in Action

Instructions:

1. Write down the names of the Team Members and the Observers
2. Write down the Cooperative Learning Activity (e.g. Desert Island)
3. Count up the number of Blooper Tickets your team received
4. Count up the number of Booster Tickets you team received
5. Subtract the total number of Blooper Tickets from the total number of Booster Tickets
6. Add your team's total Survival points to your Total Tickets Score

Team Members:

Observers:

Cooperative Learning Activity:

Listening	+	Supporting	=	Booster Points
				-
Interrupting	+	Ignoring	=	Blooper Points
				=
Total Ticket Score				
+Survival Points				
=Grand Total				

