

SPEAKING AND LISTENING



Self-Discipline is:

- * Controlling yourself so that others don't have to control you.
- * Getting rid of bad habits and replacing them with good ones.
- * Restricting how much time you spend on certain activities.
- * Making yourself do things that are healthy or good for you.

LEARNING OBJECTIVES:

**I know that sometimes I need to talk and sometimes I need to listen.
I know that listening to others helps me understand and learn.**

Suggested Resources:

Little Miss Chatterbox by Roger Hargreaves.
'Speaking' prompt cards.

Script:

Read the story *Little Miss Chatterbox* (online versions available). Discuss with the children why Little Miss Chatterbox was no good at her jobs. What did she need to do at the bank/restaurant etc.? Ask them to imagine she had a job as a teacher. What would happen? Why would that not be a good thing? What do they think she was like when she was a little girl at school? Why would chatting all the time in school not be a good thing for a pupil to do?

With a teaching assistant, or a child, model Little Miss Chatterbox responding appropriately in the bank or restaurant. Take turns to hold an appropriate 'Speaking' prompt card to emphasise the turn taking. Allow her to say a few pleasantries, but then to ask the customer what they want and to listen carefully to their reply.

Children then work in pairs. Before the activity, explain that they will need to listen carefully, as they will need to remember what their partner said. Model this yourself first with a teaching assistant/child. One child tells the other child about a favourite activity and why. "I love playing football because..." They then exchange roles. The person speaking holds a 'Speaking' prompt card to emphasise the turn taking. You then ask a few children to tell the class what their partner said. To encourage good listening, you could ask everyone to put down their 'Speaking' prompt card and only the speaker holds theirs. Depending on available support, this could be carried out as a class activity or in smaller groups.

Discuss how they have been holding a 'Speaking' prompt card. Ask the children what a 'Listening' prompt card might look like. They can draw their design ideas and these can be used as part of the classroom routine.

Character Coaching

Guidance:

Who is a really good listener in our class? What do they do that you can do too so that you can be a really good listener?

Meaningful praise:

You listened really carefully to instructions then. You understood exactly what to do.

Correction:

Oops! You didn't listen to me then. How can we make sure that you always listen when you need to?

